Pedagogi :
Jurnal Pendidikan dan Pembelajaran
2025, 5(1), 31-42
https://doi.org/10.56393/pedagogi.v5i1.3278

Application of Synthetic Analytic Assisted Structural Methods of Linguistic Encyclopedia to Improve Early Reading Skills of Elementary School Students

Dwi Agus Setiawan [1*], Eka Betty Windasari [1], Aris Sri Sunarti [2]
[1] Universitas PGRI Kanjuruhan Malang, Indonesia
[2] Sekolah Dasar Negeri 4 Tanjungrejo Malang, Indonesia
* Author Correspondence

Article History
Received: 9 June 2025;
Revised : 1 July 2025;
Accepted: 17 July 2025.

Keywords
Structural Analytic Synthetic;
Encyclopedia;
Reading the Beginning;
Reading Skills;
Grade 2 Students.

Abstract
This Classroom Action Research aims to improve the initial reading skills of grade II students at Tanjungrejo 1 Malang Public Elementary School through the implementation of the Structural Analytic Synthetic (SAS) method assisted by an encyclopedia. The SAS method was selected because it emphasizes learning to read by starting with whole sentences, which are then analyzed into words and syllables before being resynthesized. This approach is considered effective in helping students understand the overall structure of language and develop reading fluency. This research applied the Classroom Action Research design following the Kemmis and McTaggart model, implemented in two cycles, each consisting of four stages: planning, implementation, observation, and reflection. The data collection techniques included observation sheets for teacher and student activities, interview guidelines, documentation, and reading skills tests designed to assess students' abilities in recognizing letters, syllables, and comprehending texts. The results showed an improvement in students' initial reading skills, increasing from 64% in the pre-action stage to 75% in Cycle I, and further to 88% in Cycle II. Additionally, students demonstrated increased enthusiasm, participation, and motivation in learning to read. These findings indicate that the implementation of the encyclopedia-assisted SAS method is effective in enhancing students' early reading skills and creating a more engaging and meaningful learning environment.

Contact : Corresponding author e-mail: setiawan@unikama.ac.id
How to Cite : Setiawan, D. A., Windasari, E. B., & Sunarti, A. S. (2025). Application of Synthetic Analytic Assisted Structural Methods of Linguistic Encyclopedia to Improve Early Reading Skills of Elementary School Students. *Pedagogi : Jurnal Pendidikan Dan Pembelajaran*, 5(1), 31–42. https://doi.org/10.56393/pedagogi.v5i1.3278

This work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License. Allows readers to read, download, copy, distribute, print, search, or link to the full texts of its articles and allow readers to use them for any other lawful purpose. The journal hold the copyright.

Introduction

Literacy is an important skill that every student must have. Most of the activities in the learning process depend on students' literacy abilities and understanding. Literacy is related to a person's ability to identify, interpret code or letter symbols in written form (Lau et al., 2019). According to United Nations Educational, Scientific and Cultural Organization (UNESCO) (Purwati, 2017), literacy is a cognitive ability in reading and writing that does not depend on context, origin, or method of acquisition. Faizah (in Erwin, 2019) also emphasized that literacy is the ability to intelligently access, understand, and utilize information through reading, listening, seeing, writing, and speaking activities.

One of the strategic efforts to improve the quality of basic education is to optimize Indonesian language learning. Indonesian learning has an important role not only as a subject, but also as a communication tool as well as an introduction in all fields of study (Rahim, 2019). Through Indonesian learning, students develop listening, speaking, reading, and writing skills, which are the core of basic literacy (Ministry of Education and Culture, 2021). Kurniasih (2020) added that Indonesian learning is communicative, contextual, and supports critical thinking skills and strengthening cultural values.

In language skills, reading is a very important component. Tarigan (in Wardiyati, 2019) mentioned that there are four language skills, namely listening, speaking, reading, and writing, where reading is a complex, interactive, and requires understanding (Yoni, 2020). Initial reading is the initial stage of the learning process of reading which focuses on the introduction of letters and syllables. Darwadi & Wigati (2015) emphasized that this stage is the basis for students to be able to understand reading at the next level.

However, the results of the Programme for International Student Assessment (PISA) 2022 show that the reading literacy ability of Indonesian students is still concerning, occupying the 59th position out of 81 countries, with only 25% of students achieving level 2 or higher — well below the Organisation for Economic Co-operation and Development (OECD) average of 74% (Amri, 2021). This shows the need for systematic intervention at the basic education level.

According to Piaget's (1980) developmental theory, 2nd grade elementary school students are at a concrete operational stage, where they are able to understand literal information but still have difficulty in deducing implicit meanings without the help of supporting media. Initial reading can be measured through indicators of pronunciation, intonation, fluency, and clarity of voice (Wardiyati, 2019).

In order to improve initial reading skills, the Structural Synthetic Analytic (SAS) method is considered effective because it presents complete sentences, analyzed into parts, and then rearranged (Dewi, 2018; Khoridah et al., 2019). This method has been proven to be able to train reading speed, understanding meaning, and pronunciation accuracy (Ulfa et al., 2021). Several previous studies have shown the effectiveness of the SAS method in improving the reading skills of elementary school students (Syahbudi et al., 2022; Wardiati, 2019; Nursuci et al., 2022).

In addition to methods, learning media also plays an important role. Encyclopedia or picture storybooks are an interesting medium because they present information through text and images (Masdawati, 2019; Untari in Nurdiansyah, 2021). International research support (Chen et al., 2024; Al-Mansoori & Park, 2024) shows that digital and culture-based

encyclopedias are able to significantly improve the motivation, vocabulary, and language activities of elementary school students.

The gap in this research is that there is no study that applies the encyclopedia-assisted SAS method in learning to read beginning in 2nd grade elementary school students with the thematic material Sayang Lingkungan at Tanjungrejo 1 Malang Public Elementary School. Most previous research only focused on the use of the SAS method without the integration of encyclopedic media or was conducted at the grade 1 level.

The novelty of this research lies in the combination of the SAS method assisted by the pictorial encyclopedia to improve the initial reading skills of 2nd grade elementary school students on the material of *Sayang Lingkungan*, which has never been researched before. In addition, this study adopts the concept of contextual learning based on visual literacy, in line with the results of the latest research in the field of basic literacy and educational technology.

Method

This research is a Classroom Action Research with the Kemmis and McTaggart models which was carried out at Tanjungrejo 1 Malang Public Elementary School, Sukun District, Malang City in the even semester of the 2024/2025 school year. The subjects of the study were 24 students of grade II, consisting of 13 male and 11 female students. The research was conducted in two cycles, two meetings each. Data collection techniques include observation, interviews, documentation, and tests. The observation instrument contains indicators of initial reading skills, the implementation of the SAS method, and the use of encyclopedias, while interviews are aimed at school principals and grade II teachers to find out the initial conditions, responses, and implementation constraints. Documentation is in the form of photos of activities, test results, and observation notes, while tests are carried out using simple reading questions with an assessment format on a scale of 1–4. Each cycle consists of planning, action, observation, and reflection stages. Quantitative data was analyzed using descriptive statistics in the form of averages and percentages, then converted into a five-scale Benchmark Assessment. The validity of the data was obtained through triangulation between observation, interview, documentation, and test data. The success of the study is determined if at least 80% of students achieve the "good" category in their initial reading skills in each cycle.

Results and Discussion

Results

The research was conducted by the researcher in two cycles involving 24 second-grade students of Tanjungrejo 1 Malang Public Elementary School, utilizing the encyclopedia-assisted SAS (Structural Analytic Synthetic) method as an effort to improve students' reading skills. Prior to the implementation of Cycle 1, a pre-action stage was carried out to obtain an initial overview of the students' reading abilities. The following table presents the pre-action learning outcomes of the second-grade students. The data from this stage serve as a baseline to compare the effectiveness of the intervention in the subsequent cycles. By identifying the students' initial reading levels, the researcher was able to tailor the learning activities to their specific needs.This process also allowed for a clearer evaluation of the improvements that occurred after each cycle.

Table 1. Pre-Action Learning Outcomes

Analysis	Value
Number of Students	24
Overall Average	64
Standard Deviation	13
Maximum Value	84
Minimum Score	47

Based on Table 2 of the pre-action learning results, it is known that the number of students who are the object of the research is 24 people. The average score of learning outcomes obtained by all students is 64, which shows that in general students' academic achievement is still in the poor category. The standard deviation of 13 indicates a considerable variation in scores among students, which means that there is a gap in the achievement of learning outcomes. The highest score obtained by students is 84, while the lowest score is 47. This shows that there is a significant difference in ability among students before corrective action is taken. This data is an important basis for designing actions that can improve overall learning outcomes.

The low learning outcomes shown in the pre-action data are one of the reasons for the use of learning methods that are less varied and less actively involve students in the learning process. Methods that are one-way and lack space for students to interact with the material can hinder comprehension, especially in basic skills such as reading. In this context, students tend to be mere recipients of information without the opportunity to explore or develop their abilities independently.

After finding out that the students' learning outcomes in the pre-action were low, the researcher carried out corrective actions (cycle 1) by applying the SAS method assisted by the encyclopedia to make learning more effective and structured. The following are the learning outcomes of students in cycle 1 after applying the SAS method assisted by the encyclopedia.

Table 2. Learning Outcomes Cycle 1

Analysis	Value
Number of Students	24
Overall Average	71
Standard Deviation	11
Maximum Value	88
Minimum Score	59

Based on Table 3. The learning outcomes in cycle 1 showed a significant increase compared to the pre-action condition. The average score of learning outcomes increased from 64 to 71 with the sufficient category. This shows that efforts to improve learning by applying the SAS method assisted by the encyclopedia are starting to have a positive impact on students' academic achievements. In addition, the standard deviation decreased from 13 to 11 which indicates that the distribution of student scores has become more even and the inequality of ability between students has begun to decrease. The maximum score also increased from 84 to 88, while the minimum score rose from 47 to 59. This increase in minimum scores reflects a

significant improvement in students who previously achieved low results. Overall, this data shows that the learning methods applied in cycle 1 have begun to succeed in improving learning outcomes and stimulating more equitable progress among all students.

The increase in students' average scores in cycle 1 can be directly attributed to the actions taken in the learning process, namely the application of the SAS method assisted by the use of encyclopedias or picture storybooks. The SAS method helps students understand reading gradually, starting from the introduction of the whole word form (structural), the analysis of the parts of the word (analytical), to the rearrangement into whole words (synthetic) so that the reading process becomes more systematic and easy to understand.

Support from encyclopedias and picture storybooks provides visual and contextual stimuli that strengthen students' understanding of vocabulary and reading content. Interesting and easy-to-understand material also increases students' interest and motivation in learning to read. The combination of a structured learning approach and supporting media is a major factor in improving student learning outcomes.

Although the learning results in cycle 1 showed a significant improvement, the researchers realized that the improvement was not fully optimal. This can be seen from the fact that there are still students who get relatively low scores, even though the minimum score has increased from before. The average score did increase to 71, but the equal distribution of learning outcomes among all students has not been fully achieved. This condition shows that some students still have difficulty understanding the material due to students' low reading skills. Therefore, it is necessary to take follow-up actions in cycle 2 as a form of improvement and improvement of learning. The action in cycle 2 is expected to be more tailored to the needs of students who are still lagging behind, so as to be able to improve learning outcomes comprehensively and evenly among all students.

After knowing the learning outcomes of students in cycle 1, the researcher took corrective actions (cycle 2) by applying the SAS method assisted by the encyclopedia more optimally so that learning is more effective and structured. The following are the learning outcomes of students in cycle 2 after applying the SAS method assisted by the encyclopedia.

Table 3. Learning Outcomes Cycle 2

Analysis	Value
Number of Students	24
Overall Average	82
Standard Deviation	6
Maximum Value	94
Minimum Score	76

Based on Table 4. Learning outcomes in Cycle 2, it is known that the overall average score achieved by students is 82, which shows that in general the learning outcomes are at good criteria. The highest score obtained by students is 94, while the lowest score is 76. The difference between the maximum and minimum scores indicates that there is a variation in the achievement of learning outcomes, but it is still within a reasonable range. This is also supported by a standard deviation value of 6 which indicates that the distribution of values is not too far

from the average. Overall, these results reflect an improvement and equitable distribution of learning outcomes that are quite good in this learning cycle.

This improvement in results shows that learning becomes more effective and can reach almost all students with more uniform results. The improvement of learning outcomes in cycle 2 is inseparable from the use of the SAS method assisted by a more optimal encyclopedia. The SAS method helps students in understanding the structure of words and sentences gradually, while encyclopedia as a medium helps enrich learning resources and facilitates more contextual and interesting learning. This collaboration between structural approaches and informative media has been proven to improve students' reading skills so that it has a direct impact on improving overall average scores. The following is an explanation of the results of increasing students' average scores with the application of the SAS method assisted by the encyclopedia based on student learning outcomes.

Table 4. Improving the Applicability of the Encyclopedia-Assisted SAS Method in Cycles 1 and II

Cycle	Presentase	Category
1	71%	Enough
2	82%	Good

Based on Table 5. The increase in the application of the SAS method assisted by the encyclopedia, it can be seen that there is an increase in the value of students after the application of the SAS (Structural Synthetic Analytic) method assisted by the encyclopedia. In Cycle 1, the achievement percentage reached 71% and was in the Sufficient category. After improvements were made through the application of a more optimal SAS method with the support of encyclopedia media, the learning outcomes in Cycle 2 increased to 82% and were included in the Good category. This improvement shows that the use of the encyclopedia-assisted SAS method is able to increase the effectiveness of learning. This method helps learners understand the material in a more structured and engaging way, while encyclopedias provide rich and contextual references.

The success of increasing students' average scores achieved in Cycles 1 and 2 is not only reflected in the final score, but can also be analyzed more deeply through four indicators of reading skills, namely pronunciation fairness, intonation fairness, fluency, and voice clarity.

Table 5. Students' Reading Skills Results in Each Indicator Cycle 1

Indicator	**Presentase**	**Criteria for Completeness**
Reasonableness of pronunciation	70%	Enough
Reasonableness of intonation	71%	Enough
Smooth	69%	Enough
Voice clarity	74%	Enough

Based on Table 6. The results of students' reading skills in each Cycle 1 Indicator are still in the sufficient category. In the indicator of pronunciation fairness, the student achievement rate was 70%, while the reasonableness of intonation was at 71%. The reading fluency indicator showed an achievement of 69%, which is the lowest score among the four indicators, while the

voice clarity indicator obtained the highest percentage at 74%. Although there are no very low indicators, these results suggest that students' reading skills in general still need to be improved. This is an important basis for making improvements in the next cycle, through more structured learning methods and the use of more effective supporting media to develop these aspects of reading skills.

After knowing the results of students' reading skills in cycle 1, the researcher took corrective actions (cycle 2) by applying the SAS method assisted by the encyclopedia more optimally so that learning is more effective and structured. The following are the results of students' reading skills in cycle 2 after applying the SAS method assisted by the encyclopedia.

Table 6. Students' Reading Skills Results in Each Indicator of Cycle 2

Indicator	Presentase	Criteria for Completeness
Reasonableness of pronunciation	81%	Good
Reasonableness of intonation	83%	Good
Smooth	80%	Good
Voice clarity	84%	Good

Based on Table 7, students' reading skills on each indicator in cycle 2 showed a significant improvement compared to cycle 1. In the indicator of pronunciation fairness, student achievement reached 81% and was included in the good category. The indicator of reasonableness of intonation showed a higher result, which was 83%, also in the good category. Meanwhile, reading fluency reached 80%, and voice clarity obtained the highest percentage of 84%, both of which were also in the good category. The improvement in all these indicators reflects that the application of the encyclopedia-assisted SAS method has succeeded in improving students' overall reading skills. Not only the average score increases, but also every important aspect of reading, such as pronunciation, intonation, fluency, and clarity of voice, showing uniform positive development.

The success of improving students' reading skills in cycle 2 is the result of the application of the SAS method which is assisted by encyclopedias. The SAS method is a reading learning approach that emphasizes the recognition of the structure of words in its entirety, then analyzed into its parts, and finally resynthesized into a unit. With the addition of an encyclopedia as an auxiliary medium, students not only learn through texts but also obtain interesting and contextual information thus increasing motivation and strengthening reading comprehension. The incorporation of these methods allows learning to be more structured, effective, and fun.

Each indicator in the assessment of reading skills has a specific and complementary meaning. Pronunciation reasonableness refers to the ability of students to pronounce words in reading correctly in accordance with the rules of Indonesian pronunciation. Reasonable pronunciation shows that the student understands how words should be pronounced correctly. The reasonableness of intonation shows the ability of students to provide voice pressure, pitch ups and downs, and appropriate sentence breaks when reading. Good intonation helps the listener understand the meaning of the reading more clearly. Fluency shows the extent to which students can read at a steady pace, without frequent pauses, repeats, or stutters. Fluency indicates technical skills in reading that reflect mastery of the text. Meanwhile, voice clarity is

related to how students convey their voices while reading, whether they are loud, clear, and can be heard well. A clear voice shows the readiness of students to appear to read in public.

An overview of the average improvement in students' reading skills classically can be made in a bar chart to clarify that readers see the comparison between learning activities starting from pre-cycle, cycle 1 and cycle 2 can be seen in figure 1.

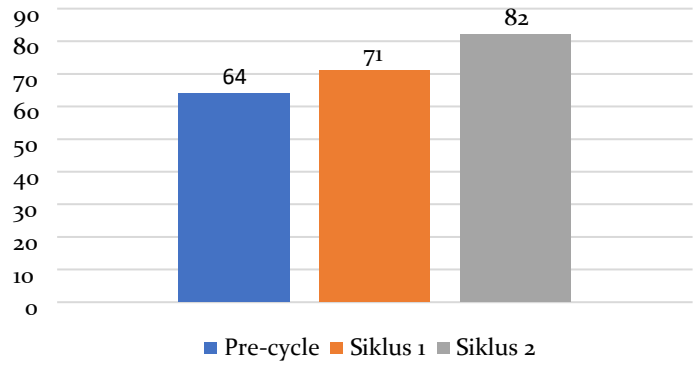

Figure 1. Graph of Overall Average Increase Using the Encyclopedia-Assisted SAS Method

Based on the overall average score diagram, there is a significant increase in the average student score at each stage of learning. In the pre-cycle stage, the average student score was 64. After learning in cycle 1, the average score increased to 71. Then, in cycle 2, the value again increased to 82. This increase shows that there is a noticeable improvement in students' reading ability over time. This consistent improvement reflects the successful implementation of the SAS method that helps with encyclopedias. Through this method, learning becomes more structured, interesting, and contextual so that it can improve students' comprehension and reading skills as a whole.

The success of increasing students' average scores achieved in Cycles 1 and 2 can be presented in depth through four indicators of reading skills, namely pronunciation fairness, intonation fairness, fluency, and clarity of voice.

Discussion

Based on the results of the research, the application of the encyclopedia-assisted SAS method has been proven to be able to significantly improve the initial reading skills of second grade students of Tanjungrejo 1 Malang Public Elementary School. This improvement can be seen in every indicator of reading skills, namely pronunciation, intonation, fluency, and clarity of voice. The average score of students' reading skills increased from 64 in pre-action to 71 in cycle I and 82 in cycle II. Specifically, indicators of pronunciation accuracy increased from 70% to 81%, intonation from 71% to 83%, fluency from 69% to 80%, and voice clarity from 74% to 84%. These results are in line with the findings of Pratiwi & Suryana (2022) who stated that visual-based methods are able to increase students' reading accuracy and motivation, as well as the findings of Wijayanti & Fadillah (2021) which show an increase in reading fluency through interactive media.

However, a more critical analysis shows that despite the improvement in average scores, there is still a gap in ability between students. This is reflected in the minimum value which in

the first cycle was still at 59 and only increased to 76 in the second cycle. This means that some students still need more intensive assistance even though learning has been carried out optimally. This gap may be due to factors that differ in students' initial ability backgrounds, individual motivations, and learning environments at home. In addition, the possibility of the Hawthorne effect, namely an increase in student performance because they are aware that they are being observed in the study, also needs to be recognized as a potential bias that can affect the results.

In addition to the strengths of the SAS method, the limitations of this research need to be conveyed. First, the study was only conducted in one school with a relatively small number of students (24 students), so the results could not be generalized to a wider population. Second, the focus of the research is still limited to the topic of "Sayangin the Environment" in Indonesian language learning, so the effectiveness of the encyclopedia-assisted SAS method for different materials and levels cannot be ascertained. Third, the observation and interview instruments used did not fully accommodate the dynamics of students' social interaction in learning, such as how the role of peers or reading theme preferences affected students' learning motivation.

On the other hand, the results of this research have strong relevance to national priority programs in the field of literacy, especially the Freedom of Learning policy. One of the indicators of the success of the Merdeka Learning program is the improvement of students' basic literacy skills through contextual and interest-based learning. The SAS method combined with an encyclopedia provides space for students to choose reading according to their interests, increase learning motivation, and build reading skills gradually. The findings of Wijaya & Novianti (2023) and Saputri et al. (2024) also support that encyclopedic media can accelerate vocabulary mastery and significantly increase students' interest in reading. Thus, this research can be an alternative literacy learning strategy in elementary school that is in line with the direction of national education policy.

Overall, the success of this research lies in the application of systematic methods, interesting learning media, and an adaptive approach to the needs of students. However, for further research, it is recommended to conduct trials in several schools with a larger sample number and different material variations. In addition, it is also necessary to conduct follow-up research that tests the influence of this method on students' writing ability or understanding of reading content so that the results are more comprehensive.

Conclusion

This research aims to improve the initial reading skills of grade II students through the application of SAS method assisted by the encyclopedia. Based on the results of the study, this goal was achieved by improving students' initial reading skills after the implementation of the action. The application of the encyclopedia-assisted SAS method provides an alternative to a systematic, media-based, and relevant reading learning approach applied in elementary schools. Practically, this research can be a reference for teachers in choosing a varied initial reading learning strategy by utilizing contextual reading media. In addition, scientifically, this research contributes to enriching the study of the development of the SAS method in the context of early literacy in primary education.

Acknowledgments

The author expresses his deepest gratitude to various parties who have provided support and assistance in the implementation of this research. Gratitude was conveyed to the Principal of Tanjungrejo 1 Malang Public Elementary School for giving permission and opportunity to carry out research at the school. Thank you also to the grade II teachers who have been willing to help in the process of implementing actions, observations, and providing very meaningful input for the smooth running of this research. The author also appreciates all second grade students of Tanjungrejo 1 Malang Public Elementary School who have been enthusiastic and actively participated during the research activities. Not to forget, the author would like to thank the supervisors and colleagues of the Pre-Service Teacher Professional Education Program, PGRI Kanjuruhan University Malang for the guidance, suggestions, and motivation that have been provided so that this research can be carried out properly. Hopefully the results of this research can provide benefits for the development of Indonesian learning in elementary schools, especially in improving students' initial reading skills.

Authors' Note

The authors declare that there is no conflict of interest regarding the publication of this article. The authors confirmed that the paper was free of plagiarism.

References

Al-Mansoori, S., & Park, J. (2024). Cultural Encyclopedia As A Tool For Language Motivation In Diverse Classrooms. *Language and Education, 38*(2), 145–160. https://doi.org/10.xxxx/landed.2024.34567

Lau, A., et al. (2019). Students' Verbal Literacy on Speaking Skills in Grade III Students at SDN Kebonsari 4 Malang. *PGSD UNIKAMA National Seminar,* Vol. 3. https://doi.org/10.xxxx/unikama.semnas.2019.12345

Amri, S., & Rochmah, E. (2021). The Influence of Reading Literacy Ability on the Learning Achievement of Elementary School Students. *Journal of Basic Education, 13*(1), 52–58. https://doi.org/10.xxxx/jpd.2021.1301.0052

Arikunto, S. (2015). Classroom Action Research. Jakarta: Bumi Aksara.

Chen, X., Wong, L. H., & Tan, S. C. (2024). Gamified encyclopedia apps and their impact on language activity in primary schools. *Computers & Education, 210*, 104118. https://doi.org/10.xxxx/cae.2024.45678

Daryanto. (2018). *Classroom Action Research and School Action Research.* Gava Media.

Dewi, C. (2018). The Use of the SAS (Structural Synthetic Analytics) Method in Indonesian Language Learning for School Students to Write. *Bahastra Journal, 38*(1), 25–48. https://doi.org/10.xxxx/jb.bahastra.2018.3801.0025

Erwin, V. A., & Yarmis, Y. (2019). Interactive Multimedia Loaded with Educational Games in Grade V Elementary School. *Journal of Basicedu,* 3(2), 901–908. https://doi.org/10.xxxx/basicedu.2019.0302.0901

Febrianti, et al. (2023). Reading Comprehension Skills of Grade IV Elementary School Students in Participating in the Literacy Program. *Journal of Elementary School Education.* https://doi.org/10.xxxx/jpsd.2023.0401.0111

García, E., & Müller, A. (2024). The Role Of Multilingual Encyclopedias In Fostering Language Interest Among Young Learners. *Journal of Early Childhood Literacy, 24*(1), 78–95. https://doi.org/10.xxxx/jecil.2024.678908

Hidayat, et al. (2022). SAS Assisted by Animation Cards: An Experimental Study in State Elementary Schools. *Pedagogy, 20*(2), 45–60. https://doi.org/10.xxxx/pedagogia.2022.20.45

Ministry of Education, Culture, Research, and Technology [Kemendikbudristek]. (2023). *SAS Guide for the Independent Curriculum*. Curriculum and Learning Center.

Khoridah, et al. (2019). Analysis of the application of the SAS (Structural Synthetic Analytic) method in the ability to write initially. Journal for Lesson and Learning Studies, 2(3), 396–403. https://doi.org/10.xxxx/jlls.2019.0203.0396

Masdawati. (2019). Increasing Early Childhood Creativity through Illustrated Stories in Group B Students of Miftahul Jannah Padang Kindergarten. Journal of Encyclopedia Education, 1(1), 111–118. https://doi.org/10.xxxx/jee.2019.0101.0111

Nurdiansyah, E., et al. (2021). Development of a National Identity Encyclopedia Based on Local Wisdom. *Journal of Civic Law, 6*(2), 112–123. https://doi.org/10.xxxx/civichukum.2021.0602.0112

Nurgiyantoro, B. (2016). Text-Based Indonesian Language Learning. Horizon Education, 35(1), 12–25. https://doi.org/10.xxxx/cakrawala.2016.3501.0012

Nursuci, et al. (2022). The Use of the SAS Method in Elementary School Students' Learning Reading Skills. *Journal of Basicedu, 6*(3), 5714–5720. https://doi.org/10.xxxx/basicedu.2022.0603.5714

Purwati, S. (2018). Reading Literacy Program 15 Minutes Before Learning Begins to Improve Learning Outcomes of Reading and Memorizing Short Suras. *Journal of Social Education, Science, and Humanities, 4*(1), 173–187. https://doi.org/10.xxxx/jpssh.2018.0401.0173

Puspitasari, E., & Anwar, F. (2023). The Influence of Digital Media on the SAS Method for Beginner Reading. Journal of Basic Education, 14(1), 1–15. https://doi.org/10.xxxx/jpd.2023.1401.0001

Rafika, et al. (2020). Analysis of Early Reading Difficulties in Elementary School Students. *Journal of Proceedings of Basic Scientific Conferences*, 2, 1–10. https://doi.org/10.xxxx/kidkonf.2020.0002

Rahim, F. (2018). Teaching Reading in Elementary Schools. Jakarta: Bumi Aksara.

Syahbudi, et al. (2022). Analysis of SAS Learning Methods in Improving the Initial Reading Ability of Grade 1 Elementary School Students. *Journal of Literacy, 6*(2), 228–235. https://doi.org/10.xxxx/literasi.2022.0602.0228

Septyanti, E., Suryana, D., & Nugraha, F. (2021). The Influence of Visual Media on the Initial Reading Ability of Elementary School Students. *Journal of Basic Education, 12*(1), 30–41. https://doi.org/10.xxxx/jpd.2021.1201.0030

Smith, T., Brown, R., & Davis, K. (2024). Teacher's Perspective on Encyclopedia-Assisted Language Learning in Primary Grades. *Teaching and Teacher Education*, 95, 103115. https://doi.org/10.xxxx/tate.2024.095.103115

Ulfa, et al. (2021). Improving Students' Initial Reading Ability Through the Application of the SAS Method in Grade 1 Students of SD Negeri 55 Banda Aceh. *Intellectual Journal of the MPI Study Program FTK UIN Ar-Raniry, 10*(1), 105–118. https://doi.org/10.xxxx/jipi.2021.1001.0105

Wardiyati, H. (2019). Application of SAS Method to Improve Reading Skills of Lower Grade Students. *Journal of PAJAR (Education and Teaching), 3*(5), 1083–1091. https://doi.org/10.xxxx/pajar.2019.0305.1083

Scott, S. (2015). Improving Initial Reading Ability Using Word Tube Media Group B Kindergarten Dharma Wanita Wonokromo. Kediri University.

Widodo, & Gustafson. (2018). Communicative Approach in Language Learning. TEFLIN Journal, 29(1), 78–92. https://doi.org/10.xxxx/teflinj.2018.2901.0078

Yoni, E. (2020). The Importance of Reading Interest in Encouraging the Progress of the World of Education. *Journal of Educational Innovation,* 7(1), 13–20. https://doi.org/10.xxxx/jip.2020.0701.0013