**ABSTRAK**

Azizah, Elisa Nur. 2022 *Pengaruh Penerapan Metode Struktural Analitik Sintetik (SAS) Terhadap Kemmapuan Membaca dan Menulis Siswa Kelas III SD Negeri Benda 01*. Skripsi, Jurusan Pendidikan Guru Sekolah Dasar, Fakultas Ilmu Pendidikan dan Keguruan, Universitas Peradaban. Pembimbing: Muh. Luqman Arifin, Lc., MA.

**Kata kunci:** *Metode Struktural Analitik Sintetik (SAS), Kemampuan Membaca, Kemampuan Menulis*

Penelitian ini bertujuan untuk mencari pengaruh penerapan metode Struktural Analitik Sintetik (SAS) terhadap kemampuan membaca dan menulis. Metode yang digunakan dalam penelitian ini yaitu metode eksperimen dengan jenis *Experimental Design (Nondesign*) dengan bentuk One-Group Pretes Posttest Design. Sampel dalam penelitian ini adalah seluruh siswa kelas III SD Negeri Benda 01 yang berjumlah 26 siswa. Hasil penelitian menunjukkan bahwa nilai observasi yang dilakukan sebanyak tiga kali diperoleh rata-rata hasil pada pertemuan pertama sebesar 63%, pada pertemuan kedua diperoleh rata-rata sebesar 71% dan pertemuan tiga diperoleh rata-rata sebesar 79%. Selain itu juga dibuktikan dengan nilai koefisien determinasi yang didapatkan berdasarkan data *pretest* *posttest* kemampuan membaca diperoleh 0,681. Sedangkan *pretest* *postest* kemampuan menulis sebesar 0,758. Nilai tersebut menunjukkan terdapat hubungan antara nilai *postest pretest* kemampuan membaca dan menulis dengan kategori kuat.. Berdasarkan uji hipotesis yang telah dilakukan, diperoleh *Sig. (2-tailed)* < 0,05 yaitu 0,000 < 0,05 sehingga diperoleh hasil bahwa hipotesis alternatif (Ha) diterima. Dengan kata lain, maka terdapat pengaruh penerapan metode Struktural Analitik Sintetik (SAS) terhadap kemampuan membaca dan menulis siswa kelas III SD Negeri Benda 01.

***ABSTRACT***

*Azizah, Elisa Nur. 2022 The Effect of the Application of Synthetic Structural Analytical Methods (SAS) on the Reading and Writing Ability of Third Grade Students at SD Negeri Benda 01. Thesis, Department of Elementary School Teacher Education, Faculty of Education and Teacher Training, University of Civilization. Supervisor: Moh. Luqman Arifin, Lc., MA.*

***Keywords****: Synthetic Structural Analytical Method (SAS), Reading Ability, Writing Ability*

*This study aims to determine the effect of the application of Structural Analytic Synthetic (SAS) on the ability to read and write. The method used in this study is an experimental method with the type of Experimental Design (Nondesign) in the form of One-Group Pretest Posttest Design. The sample in this study were all third grade students of SD Negeri Benda 01 which collected 26 students. The results showed that the value of observations made three times obtained an average result at the first meeting of 63%, at the second meeting an average of 71% and the third meeting obtained 79%. In addition, it is also proven by the value of the coefficient of determination obtained based on the data. pretest posttest reading ability obtained 0.681. Meanwhile, the ability of the pretest posttest to write was 0.758. This value indicates that there is a relationship between the posttest pretest scores for reading and writing skills in a strong category. Based on the hypothesis test that has been carried out, it is obtained that Sig. (2-tailed) < 0.05 i.e. 0.000 < 0.05 so that the result is that the alternative hypothesis (Ha) is accepted. In other words, there is an effect of applying the Structural Analytical Synthetic (SAS) method on the reading and writing abilities of third grade students of SD Negeri Benda 01.*