

Improving the Ability to Read Aloud Syllables and Words with Correct Pronunciation through the Problem Based Learning Model at MI Negeri 50 Bireuen

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Abstract: Syllables and words with correct pronunciation. This is shown by a low daily score, which does not meet the Minimum Competency (KKM). The Minimum Competency (KKM) required for the Indonesian (KD) curriculum Reading aloud syllables and words with correct pronunciation is 70, so students should get a score above 70. Yesterday, only 6 students, or 30%, achieved grades above the KKM; the rest undergo corrective actions to achieve higher grades. Based on the interviews, teachers took the initiative to use an unusual learning model in the classroom: problem-based learning. This class action research was conducted at MIN 50 Bireuen, in the first grade consisting of 20 students. The research population is all MIN 50 Bireuen students in the 2024/2025 academic year. Data collection techniques include test and non-test techniques. The results of the pre-cycle study showed that only 6 students (30%) achieved the graduation score (KKM = 70), while 14 students (70%) did not achieve the score. Therefore, the researcher seeks to improve the learning process in Cycle I by developing and developing a more comprehensive learning improvement plan. Based on the formative test scores after the improvement of Cycle I, learning outcomes have improved. This is shown by the increase in the scores of the formative test, from 6 students (30%) to 15 students (75%). The results of observations in Cycle II show that students actively participate in the learning process and carry out the teacher's duties effectively. The use of a problem-based learning model has been proven to be able to improve student learning outcomes as planned.

Keywords: Syllables, pronunciation, problem-based learning.

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INTRODUCTION

Indonesian is one of the core subjects that has an important role in building communication skills, both oral and written, from the elementary education level. In the early grade of elementary school, reading skills are the main foundation for the development of students' literacy skills, because these skills will determine the success of students in learning other subjects (Tarigan, 2015). One of the basic reading skills taught from an early age is reading aloud, which is reading loudly, clearly, and with the right intonation. This skill not only trains phonetic and articulation skills, but also fosters students' confidence in communicating (Abidin, 2012).

However, the results of initial observations show that the reading ability of grade I students of MIN 50 Bireuen is still low. Of the 20 students, only 6 students (30%) were able to achieve the Minimum Completeness Criteria (KKM), while the other 14 students (70%) did not meet the standards. This condition shows that there are fundamental problems in the learning process of reading. Teachers found that students tended to be bored, passive, and less interested in the conventional learning methods used. If not addressed immediately, this weakness can have an impact on students' literacy skills at the next level (Snow, 2010).

The importance of reading aloud skills is not only related to linguistic aspects, but also to children's cognitive and affective development. Reading aloud helps students understand language symbols, relate them to meaning, and convey the content of the reading appropriately. Furthermore, reading aloud activities can also improve concentration, expand vocabulary, and train social skills through interaction in reading activities together (Perfetti & Stafura, 2014). Therefore, innovative learning strategies are needed so that students are not only able to read correctly, but also have motivation and active involvement in the learning process.

One of the approaches that is considered relevant is the Problem Based Learning (PBL) model. PBL is a learning model that emphasizes the active involvement of students in solving real problems, thereby encouraging students to think critically, collaborate, and learn independently (Hmelo-Silver, 2004). This model is believed to be able to create a more interesting and meaningful learning atmosphere, so that it can improve reading aloud skills. Teachers not only play the role of conveying information, but also as facilitators who guide students in finding solutions to problems presented in the form of reading texts (Tan, 2003). Previous research has shown that the implementation of PBL can improve students' learning outcomes and language skills. For example, research conducted by Nengsih (2017) found that the use of PBL in Indonesian learning was able to increase students' activeness as well as their ability to understand reading. The same thing was expressed by Sani (2014), that PBL provides opportunities for students to interact, discuss, and find knowledge independently, so that learning outcomes increase. These findings strengthen the reason for choosing the PBL model in this study, especially in improving the reading ability of elementary school students.

The use of PBL is in line with the theory of constructivism which emphasizes the importance of the active role of students in building knowledge through learning experiences (Vygotsky, 1978). By providing real problems that are relevant to students' lives, learning becomes more contextual and meaningful. This is in accordance with the characteristics of grade I elementary school students who are still in the concrete operational stage, so it requires real learning experience to understand abstract concepts, including reading skills (Piaget, 2001).

The urgency of this research lies in efforts to improve the quality of reading aloud learning from the beginning of the class. The low learning outcomes found indicate a gap between curriculum objectives and classroom learning practices. The curriculum demands that students have reading aloud skills with proper pronunciation, but the reality is that most students are not yet able to achieve this. Thus, this research not only aims to improve learning outcomes in Indonesian subjects, but also contributes to the development of innovative learning models in elementary schools.

The formulation of the problem in this study includes three things: (1) how to read aloud syllables and words with the correct pronunciation of grade I students of MIN 50 Bireuen before the application of the PBL model; (2) how the students' abilities are after the implementation of PBL; and (3) the extent to which the use of PBL can improve students' reading aloud. The purpose of this study is to find out the initial condition of students' reading aloud ability, describe the improvement that occurred after the implementation of PBL, and prove the effectiveness of PBL in improving learning outcomes.

This research is expected to provide theoretical and practical benefits. Theoretically, the results of this study can enrich the study of the application of PBL in Indonesian language learning, especially reading aloud skills. Practically, this study provides an alternative learning strategy for elementary school teachers in overcoming low student learning outcomes. In addition, this research can be a reference for schools in developing more innovative learning policies and in accordance with the needs of students. Based on the description above, it can be emphasized that the low ability to read aloud of grade I students of MI Negeri 50 Bireuen is a problem that must be overcome immediately. Through the application of the PBL model, it is hoped that students can be more active, confident, and skilled in reading aloud. Thus, this research has great significance in improving the quality of Indonesian learning in elementary schools.

METHODS

This research uses the Classroom Action Research (PTK) approach. PTK was chosen because it is in accordance with the research objective, which is to improve the quality of the learning process in the classroom directly through the reflective actions of teachers. According to Kemmis and McTaggart (1988), PTK is a form of reflective research conducted by teachers to improve learning practices in their own classrooms on an ongoing basis. Thus, PTK not only produces empirical data, but also practical solutions that can be applied directly by teachers.

The research was carried out at MIN 50 Bireuen, Aceh, in the first semester of the 2024/2025 academic year. The subjects of the study were all grade I students totaling 20 people. The selection of this subject was carried out in full (total sampling) because the number of students was relatively small so that it allowed the researcher to observe the development of each individual thoroughly. The research was carried out for three months, from September to November 2024, taking into account the effectiveness of the implementation of the action in two cycles.

Grade I students were chosen because they were in the early stages of literacy development. According to Piaget (2001), early elementary school-age children are at a concrete operational stage, so they need real and contextual learning experiences. This condition is a strong reason for the application of the Problem Based Learning (PBL) model in this study, because the model emphasizes the active involvement of students in solving relevant problems. The PTK used in this study was carried out through two cycles. Each cycle consists of four main stages, namely planning, implementation, observation, and reflection as stated by Arikunto (2010). The first cycle is focused on the initial application of PBL in learning to read aloud, while the second cycle is an improvement based on reflections from the first cycle.

In the planning stage, the researcher prepared learning tools in the form of Learning Implementation Plans (RPP), observation instruments, and formative tests to measure students' reading ability to read aloud. Teachers also prepare simple reading texts that are in accordance with the level of development of grade I students. For example, the teacher presents a simple story text that must be understood and read aloud by students. The teacher acts as a facilitator who guides students in identifying problems, discussing solutions, and practicing reading aloud with proper pronunciation. The observation stage was carried out collaboratively by involving fellow teachers and school principals. Observations were focused on student activeness, reading skills aloud, and student involvement in group discussions. Observation data was recorded using observation sheets that had been prepared beforehand. The reflection stage is carried out by discussing the results of observations and formative tests with the observer team. At this stage, the teacher evaluates the strengths and weaknesses of learning, then designs improvements for the next cycle.

The research data was collected through several techniques. First, observations are carried out to record student activities during the learning process. Observation is used to

assess students' activeness, attention, cooperation, and response in reading aloud. Second, interviews were conducted with several students to explore their experiences and obstacles in learning. Interviews in educational research function to strengthen observation data with the direct perspective of students (Moleong, 2010). Third, documentation in the form of grade notes, photos of activities, and student work products is used to support the main data. Fourth, formative tests are used to measure students' reading ability aloud, both at the pre-cycle and at the end of each cycle.

The research instrument consists of observation sheets, interview guidelines, documentation, and tests. The observation sheet contains indicators of student activity, such as the ability to answer questions, the courage to read aloud, and cooperation in groups. The formative test is in the form of simple reading questions that require students to read aloud with proper pronunciation and intonation. With the combination of these instruments, the data obtained is more complete and valid (Sugiyono, 2015). Data were analyzed using quantitative and qualitative descriptive techniques. Quantitative data was obtained from the results of the students' formative test, then the percentage of learning completeness was calculated with the KKM reference of 70. Learning completeness is calculated using the percentage formula, which is the number of students completed divided by the total number of students multiplied by 100% (Arikunto, 2010).

Qualitative data in the form of observations, interviews, and documentation were analyzed narratively through data reduction, data presentation, and conclusion drawn. This analysis aims to describe changes in students' behavior and activity during the learning process (Miles & Huberman, 1994). Thus, the results of the analysis not only emphasize numbers, but also on the dynamics of the learning process. To ensure the validity of the data, the researcher used a triangulation technique. Triangulation is carried out by combining observation, interview, documentation, and test data. According to Denzin (1978), triangulation is an important strategy in qualitative research to increase validity by combining various data sources.

RESULTS

The results of this study are presented based on the stages of implementing actions which include pre-cycle, cycle I, and cycle II. Each stage is explained in detail so that the development of reading aloud skills of grade I students of MIN 50 Bireuen can be seen after the implementation of the Problem Based Learning (PBL) model. In the pre-cycle stage, the researcher first measured the students' initial ability to read aloud syllables and words with proper pronunciation. The initial test is carried out to find out the extent of the student's basic skills before being given corrective action. The test results showed that the average grade score only reached 61.75. Out of a total of 20 students, only 6 people (30%) were able to achieve the Minimum Completeness Criteria (KKM) set, which was 70. Meanwhile, 14 students (70%) have not managed to reach the expected standards.

This condition shows that most students still have difficulty reading aloud. The most common mistakes found are unclear pronunciation of syllables, inappropriate intonation, and low courage when asked to read in front of the class. These findings are in line with the view of Perfetti and Stafura (2014) who emphasize that early reading skills are often hampered by weak phonological mastery and children's confidence. In addition, the results of brief interviews with some students revealed that they felt bored with reading activities in class. Previous teachers more often used conventional methods such as lectures and alternating readings without variation. This causes the learning atmosphere to be monotonous and less attractive to students. This condition encourages the need for improvement actions through the PBL model, with the hope of creating a more interactive and challenging learning atmosphere.

In the first cycle, teachers began to implement learning steps with the PBL model. Students are invited to identify problems related to reading difficulties and are given simple readings to solve together. The teacher acts as a facilitator who guides the students,

while the students actively discuss and try to read aloud in turn. The results of the formative test after the implementation of the first cycle showed a significant increase compared to the pre-cycle. The average grade of the class rose to 72.5. Of the 20 students, as many as 15 students (75%) have achieved KKM scores, while 5 students (25%) are still incomplete. This improvement shows that the implementation of PBL is starting to have a positive impact on students' reading skills.

Qualitatively, the observation results show a change in student learning behavior. They are more courageous to appear in front of the class, are more active in asking questions, and start working together in groups. Despite this, there are still some drawbacks. Some students look bored when they have to repeat the reading, and others still feel awkward when asked to read in front of their friends. Teachers also face obstacles in maximizing the variety of methods, so some students are not fully interested in reading activities.

The findings in the first cycle are in accordance with the opinion of Hmelo-Silver (2004) that the implementation of PBL requires a gradual process because students have to adapt to new learning patterns that demand more active involvement. Therefore, the reflection from cycle I is used as the basis for improvement for the next cycle. Based on the reflection of cycle I, the researcher made several improvements in cycle II. Teachers prepare more varied reading texts, use supporting media such as picture stories, and provide wider opportunities for students to practice reading in groups and individually. The classroom atmosphere is made more interactive with a brief discussion about the content of the reading before students are asked to read aloud.

The results of the formative test at the end of cycle II showed a very satisfactory improvement. The average class score reached 81.5. All students, namely 20 people (100%), managed to achieve KKM. This improvement indicates that the research goal of improving reading aloud skills through the PBL model has been fully achieved. Observations also corroborate the results of the test. All students look more confident, excited, and active during learning. They not only read with more precise pronunciation, but are also able to regulate the intonation and tempo of reading well. Some students who were previously passive have begun to dare to appear and participate in class discussions. This shows that PBL not only improves cognitive skills, but also the affective and psychomotor aspects of students, as affirmed by Abidin (2012) that reading aloud involves technical skills as well as emotional courage.

When compared as a whole, the increase from pre-cycle to cycle II is very clearly visible. In the pre-cycle, only 30% of students achieved KKM. After the implementation of PBL in the first cycle, completeness increased to 75%. Then, in cycle II, completeness reached 100%. This proves that the PBL model is effective in improving the reading skills of grade I students. This improvement is in line with Nengsih's (2017) research which shows that the application of PBL in language learning can significantly improve students' reading comprehension and participation skills. In other words, the results of this study confirm that reading aloud skills can be developed effectively if students are actively involved in the learning process based on real problems.

DISCUSSION

The discussion in this study is focused on analyzing the results of the application of the Problem Based Learning (PBL) model in improving the ability to read aloud syllables and words with proper pronunciation in grade I students of MIN 50 Bireuen. The discussion process was carried out by comparing the research results obtained in the pre-cycle, cycle I, and cycle II with relevant theories and findings of previous research. Pre-cycle results show that students' reading aloud ability is still very low. Of the 20 students, only 6 people (30%) were able to achieve KKM 70, while the other 14 students (70%) were still below standard. The average class only reached 61.75. This condition shows a fundamental

weakness in reading learning. Students have difficulty in pronouncing syllables, still lack confidence, and easily feel bored when asked to read in front of the class.

These findings are in line with the opinion of Tarigan (2015) that reading aloud skills are part of complex language skills, as they involve not only phonetic abilities, but also psychomotor and affective aspects. In the early stages, elementary school students often encounter obstacles because their phonological skills have not been fully developed (Perfetti & Stafura, 2014). Therefore, these pre-cycle results are the basis for the need for new learning strategies that are more interesting and effective. The application of the PBL model in cycle I resulted in a significant increase. The average student score increased to 72.5, with 15 students (75%) successfully achieving the KKM. Although there are still 5 students who have not completed it, this achievement shows significant progress compared to the initial condition. Students begin to dare to read in front of the class, ask more active questions, and show interest in reading activities.

However, weaknesses are also still found. Some students look bored when they have to repeat the reading, and teachers have not been fully optimal in varying support strategies. Reflections from the first cycle show that the implementation of PBL requires adaptation, both from the side of teachers and students. According to Hmelo-Silver (2004), PBL is a strategy that requires the active involvement of students in the learning process. In the early stages, it is natural that students are still in the process of adjusting to the new learning model. The increase in the first cycle strengthens the view that PBL is able to change the learning pattern from teacher-centered to student-centered. By providing real problems in the form of reading texts, students feel more challenged to be actively involved. This is in accordance with Vygotsky's (1978) theory of constructivism, which states that knowledge is socially constructed through interaction, so students need to be directly involved in meaningful learning experiences.

Improvements made in cycle II include the use of more varied reading texts, the use of simple learning media, and the provision of wider opportunities to practice reading in groups. The results were very positive. The average grade point average increased to 81.5, and all students (100%) achieved KKM. In addition, students also show changes in attitudes, such as being more confident, actively discussing, and daring to express their opinions in front of the class.

This success is in line with Nengsih's (2017) research which shows that the application of PBL in language learning can improve reading comprehension as well as students' learning motivation. Similarly, Sani (2014) research confirms that PBL is able to encourage critical thinking and collaboration skills, which ultimately impacts learning outcomes. In the context of this study, reading aloud skills improved because students were not only asked to read texts, but also engaged in problem-solving activities that made them feel more motivated.

In addition, the improvement in cycle II showed that PBL not only improved cognitive skills, but also the affective and psychomotor aspects of students. Students are more confident in performing in front of the class, are more able to work together in groups, and show a positive attitude towards reading activities. These findings are in line with the view of Abidin (2012) that reading aloud is not just a mechanical skill, but also involves emotional and social aspects that need to be built through interactive learning.

The results of this study provide several important implications. First, the PBL model can be used as an alternative innovative learning strategy to improve reading aloud skills in elementary schools. By presenting real problems in the form of reading texts, students are encouraged to learn more actively and meaningfully. Second, this study shows the importance of the role of teachers as facilitators, not just conveyors of information. Teachers need to design challenging learning scenarios, facilitate discussions, and provide space for students to express themselves.

Third, the success of this study proves that reflective learning improvement through PTK can have a real impact on improving student learning outcomes. A continuous cycle process allows teachers to continuously improve learning strategies according to students'

needs. This is in accordance with the view of Arikunto (2010) that PTK is an effective means to improve the quality of learning practically and continuously.

The results of this study are consistent with the findings of Snow (2010) who affirm that early reading skills greatly determine the success of learning in other subjects. With the increase in reading aloud skills, students are better prepared to face the next academic tasks. In addition, this study supports Piaget's (2001) theory that elementary school students need concrete learning experiences in order to understand abstract concepts, including in terms of reading. Overall, this study has succeeded in proving that the application of the PBL model can improve the ability to read aloud syllables and words with proper pronunciation. This is shown by the increase in the average student score from 61.75 in the pre-cycle, to 72.5 in the first cycle, and finally reached 81.5 with 100% completeness in the second cycle.

CONCLUSION

The results of the observation of the first cycle are As for the results of the teacher's observation in the classroom, the ability to read aloud syllables and words with the correct pronunciation, students of grade I MIN 50 Bireuen showed the ability to read aloud syllables and words with low proper pronunciation, this is shown to be a low daily score or not reaching the KKM. The KKM that is expected in the content of the KD Indonesian Reading aloud syllables and words with the correct pronunciation is 70 so the student score should be ≥ 70 . Yesterday's daily score, only 6 students or only 30% achieved scores above the KKM, the rest carried out remidi to achieve scores above the KKM. From the results of the interview, the teacher took the initiative to use a learning model that is not usually used in the classroom, namely using the problem based learning model. This class action research was carried out at MIN 50 Bireuen, in class I with a total of 20 students. The population of this study is all students of MIN 50 Bireuen for the 2024/2025 school year. Data collection techniques consist of test and non-test techniques. The results of the pre-cycle research can be found that only 6 students (KKM=70) complete their scores, while 14 students (70%) do not complete. So that the researcher seeks to improve the learning process better in the first cycle by making and compiling a more perfect learning improvement plan.

Based on the data of the formative test scores after the improvement of cycle 1, it can be said that there is an increase in learning outcomes. This is shown by the increase in the results of the formative test, which was originally only 6 students (30%) to 15 students (75%). The advantages of Cycle I are as follows: 1) Through using a problem-based learning model, it can improve the ability to read aloud syllables and words with the right pronunciation; 2) Student activity increases; 3) The learning process is more varied. The results of the data on formative test scores after improvement (cycle II) can be said that there is an increase in learning outcomes. This is shown by the increase in the results of formative tests, which were originally only 15 students (75%) to 20 students (100%). Based on observations in Cycle II, students are active in participating in learning and in carrying out teachers' duties well. It turns out that through using the problem-based learning model in improving student learning outcomes, it has been in accordance with the expected plan.

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