



IMPROVING READING-ALOUD ABILITY WITH A CONSTRUCTIVISM APPROACH FOR GRADE 2 ELEMENTARY STUDENTS

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MENINGKATKAN KEMAMPUAN MEMBACA NYARING DENGAN PENDEKATAN KONSTRUKTIVISME SISWA KELAS 2 SEKOLAH DASAR

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ABSTRACT

Abstract: This paper discusses the improvement of the reading-aloud ability of grade 2 elementary school students through a constructivism approach. The research uses the classroom action method, which begins with the pre-cycle stages, cycle 1 and cycle 2 where each stage includes planning, implementation, observation, and reflection. After carrying out the research procedures and collecting data, the results indicate that the reading-aloud ability of grade 2 elementary school students using the constructivism approach provided a significant increase in grade 2 elementary school students' reading-aloud ability. The assessment indicators of reading-aloud ability were pronunciation, intonation, fluency, and students' courage, which describes an improvement in the students' reading-aloud ability test. The average pre-cycle score of students' reading-aloud ability was 67.85 increased to 73.53 in cycle 1. Subsequently, the average score increased to 80.23 in cycle 2. Based on the research results above, the researcher concludes that students' reading-aloud ability could be improved by using a constructivism approach for grade 2 elementary school students.

Keywords: reading-aloud, constructivism approach, elementary school students

Abstrak: Artikel ini membahas peningkatan kemampuan membaca nyaring siswa kelas 2 sekolah dasar melalui pendekatan konstruktivisme. Penelitian menggunakan metode tindakan kelas dimulai dengan tahapan prasiklus, siklus 1 dan siklus 2, dimana setiap tahapan meliputi perencanaan, pelaksanaan, pengamatan, dan refleksi. Setelah melakukan prosedur penelitian dan mengumpulkan data, maka diperoleh hasil yang menunjukkan bahwa kemampuan membaca nyaring siswa kelas 2 menggunakan pendekatan konstruktivisme memberikan peningkatan yang signifikan terhadap kemampuan membaca nyaring siswa kelas 2 Sekolah Dasar. Indikator penilaian pada kemampuan membaca nyaring adalah lafal, intonasi, kelancaran, dan keberanian siswa, yang menggambarkan peningkatan pada tes kemampuan membaca nyaring siswa. Prasiklus rerata kemampuan membaca nyaring siswa 67,85 meningkat pada siklus 1 dengan rerata 73,53. Selanjutnya pada siklus 2, rerata meningkat menjadi 80,23. Berdasarkan hasil penelitian di atas maka peneliti dapat menyimpulkan bahwa kemampuan membaca nyaring siswa dapat ditingkatkan dengan menggunakan pendekatan konstruktivisme untuk siswa kelas 2 sekolah dasar.

Kata Kunci: membaca nyaring, pendekatan konstruktivisme, siswa sekolah dasar

CITATION

Fauziah, M., Sulaeman, Y., Fauziah, Y., & Maizora, Y. (2023). Improving Reading-Aloud Reading Ability With A Constructivism Approach For Grade 2 Elementary Students. *Primary: Jurnal Pendidikan Guru Sekolah Dasar*, 12 (2), 268-276. DOI: <http://dx.doi.org/10.33578/jpfkip.v12i2.9345>.

INTRODUCTION

Education is one field that shows the progress and development of a nation. Early education is a form of effort made to fill independence. Students are taught a variety of knowledge through experience and everything that is concrete. However, when students take basic education students are taught to be able to find information and gain concrete knowledge in the form of symbols or symbols through reading skills. The reading ability of elementary school students begins to be taught in recognizing symbols or symbols that have meaning. Students' reading ability in elementary schools can be grouped into 2 parts, namely reading beginning and reading further. Beginning reading skills are intended for students in grades 1 to grade 3 and advanced reading is intended for students in grade 4 and so on up to tertiary institutions (Hartati, 2016; Rahmawati, 2017).

Elementary school is a formal education where students are taught to get to know something concrete towards an abstract understanding. Based on the observations that the author made on elementary school students, namely second grade students in several schools in the city of Solok. The writer finds that: 1) the tendency of second grade students is not yet able to read aloud properly and correctly; 2) when asked to read, the student just kept silent and moved his lips without making a sound; and 3) students' self-confidence and abilities are still categorized as low. Furthermore, the results of interviews that researchers conducted with class teachers explained that some students had not been able to read fluently, causing difficulties or problems in the learning process. The problems that arose resulted in students' reading aloud ability being categorized as low where the results of the aloud reading test that the researchers carried out obtained an average rating of 67.85, with details of 8 students obtaining scores between 50-65, 3 students with an acquisition score of 74 and 2 students

obtaining score of 85. The assessment was carried out by the researcher on the aspects of the ability to read aloud, namely the students' pronunciation, intonation, fluency, and courage.

Based on the results of these observations and observations, the authors designed learning with a constructivism approach to improve the reading ability of grade 2 elementary school students. Applying the constructivism approach makes learning activities active and independent so as to increase self-confidence and improve students' reading aloud skills. According to Supardan (2016) and Zulela et al. (2017) the constructivism approach is the method used by the teacher as a facilitator and mentor of students in obtaining knowledge independently, as well as fostering the concept of knowledge he gets through learning experiences.

The constructivism approach that the researchers did aims to teach students to discover and play an active role in the learning process. Especially in improving the ability to read aloud. Reading aloud according to Alvianto (2019) and Sulaeman & Fauziah (2020) is a fun activity between readers and listeners to capture and understand the information read by readers. In the activity of reading aloud, the reader makes a sound from the symbol or symbol that is seen through the sound, where the sound has a meaning or message for the listener, then the listener and others listen to the information provided by the reader so that the listener can understand and gain new knowledge.

Based on the results of these observations, the researcher conducted classroom action research on grade 2 elementary school students through a constructivism approach where this approach creates a learning atmosphere that involves active learning activities for students. In addition, these learning activities will provide direct experience to students in interpreting

information so that students are able to interpret the information or message. For this reason, the research conducted research entitled Improving aloud reading skills with a constructivism approach in grade 2 elementary schools.

THEORITICAL REVIEW

A. Constructivism Approach

The constructivist approach studies how experience provides teaching with new statements about existing knowledge. This statement is in line with Jamiah (2022), Supardan (2016) and Zulela et al. (2017) who put forward the constructivism approach is education and learning based on the assumption that cognition results from mental development. The constructivism approach has characteristics in its implementation, namely; (1) active learning, (2) authentic and situational, (3) interesting and challenging, (4) associating old knowledge with new information, (5) reflecting on knowledge, (6) teacher as; (7) the teacher can provide assistance in taking the learning process. As these characteristics explain that the teacher is only a learning facilitator while students are subjects who actively participate in learning with the aim of each activity being carried out to provide knowledge.

The steps of the constructivism approach in learning according to Pribadi (2009) include: (1) Apperception stage, this is useful for expressing students' initial concepts and arousing student learning motivation, (2) Exploration stage, (3) Discussion stage and concept explanation, (4) Concept development and application stage. The stages of the Constructivism approach presented aim to be more stimulating and provide opportunities for students to learn, think innovatively, and develop their potential optimally. In addition, learning with a constructivist approach is able to motivate students so that they are responsible for themselves; Develop students' abilities; Helping students develop a complete understanding of concepts; and Developing the

ability to think independently of students (problem solving).

Based on the description above, learning with a constructivist approach is the right way for students or teachers to gain experience and an active learning process. So this study applies a constructivism approach to improve the reading aloud ability of grade 2 elementary school students. Where the constructivism approach provides experience and creates curiosity in students following learning.

B. Reading Skills

Reading is an activity of obtaining information from text and the knowledge possessed by the reader has a major role in forming meaning. Furthermore, Alvianto, (2019) and Widhiasih & Dharmayanti (2019) stated that reading aloud is reading aloud which is focused on word stress, sentence songs or intonation, pauses, and mastering punctuation. In addition, reading aloud is a part or continuation of beginning reading, and on the other hand it is also seen as separate reading which is classified as advanced, such as reading a quote. In line with Fauziah (2019) and Sulaeman & Fauziah (2020) reading aloud is the activity of voicing writing that is read with the correct speech and intonation so that listeners and readers can capture the information conveyed by the author in the form of thoughts, feelings, and attitudes. The purpose of reading aloud is to make it easier for the brain to remember and to practice reading using pronunciation and intonation. Furthermore, Alvianto (2019) and Hartati (2010) read aloud when reading poetry and reading news texts in front of the class, as well as reading announcements, stories, fairy tales, speech texts, personal experience stories, and others.

Based on the description above, the researcher concludes that a person's reading aloud ability can be improved by implementing a learning approach that can achieve the learning objectives and develop a number of students' skills and interests. For

this reason, researchers apply an approach in learning to read aloud, namely the constructivism approach. This classroom action research begins with a pre-cycle to collect the results of the initial learning test and is continued with cycle 1 and cycle 2 where each cycle passes through the stages of planning, implementing, observing, and reflecting on learning using a constructivism approach.

RESEARCH METHODS

The research method used in this study is the action research method known as classroom action research (CAR). This classroom action research was carried out by the writer through 3 stages including pre-cycle, cycle 1, and cycle 2. In each stage the writer followed a systematic procedure in each cycle including: planning, acting, observing, and reflecting. reflecting) is in line with the opinions of Firdaus (2019) and Sugiyono (2015). The class action research flow according to Kemmis and Mc Taggart can be seen in Figure 1 as follows:

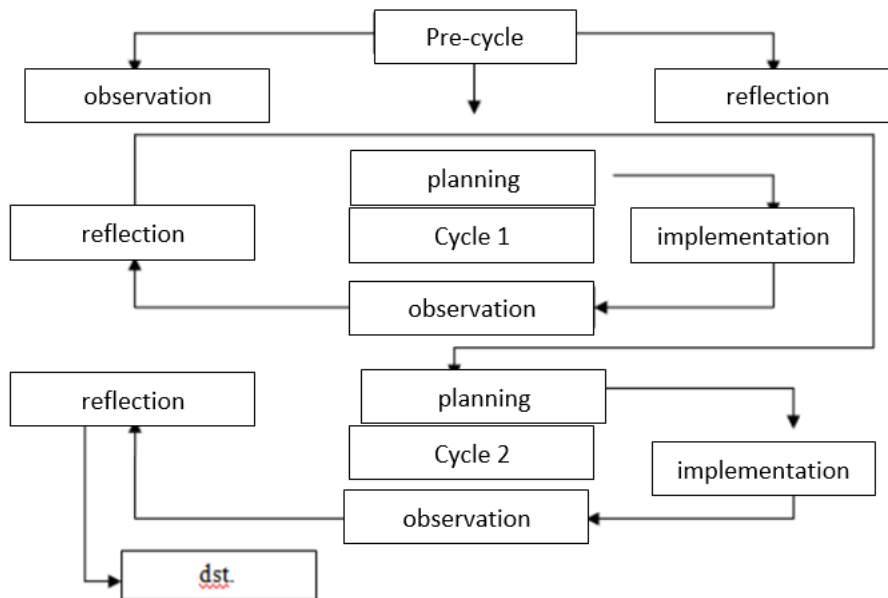


Figure 1. PTK Research Flow

The subjects of this study were students of SD Negeri 14 KTK Kota Solok. Where the number of students who get learning action with the constructivism approach is 13 students. The research was conducted in class 2 in semester 2 (two). According to Arikunto (2012) The research instruments were observation sheets, interviews, and tests of reading aloud ability. Data analysis was carried out based on the test scores of each student's learning outcomes obtained from the reading aloud test for each

cycle. Analysis of students' reading aloud test sheet data was analyzed using percentages (%).

RESULTS AND DISCUSSION

This research was started based on data obtained in learning which became pre-cycle data. The results of data acquisition show that the ability to read aloud students in the low category. From the results of the reading aloud test it can be seen that the learning management carried out by the teacher appears to be less effective for reading aloud learning

activities. The pre-cycle learning test data shows that there are many students whose test results are still below the completeness standard, so that the learning objectives have

not been achieved. The results obtained from the test activities carried out by researchers who collaborated with class I teachers on 13 students show the results in Table 1 as follows.

Table 1. Pre-cyclical Aloud Reading Test Results

Assessment Aspects	Persentase (%)
Pronunciation	20
Intonation	16
Smoothness	13
Courage	19
Total	68

Based on the table above, it can be seen that the aspects of assessing students' reading fluency are classified as low and students' self-confidence when reading can also be categorized as moderate. So that researchers need to take action or treatment by

providing a constructivism approach and the results of the students' reading aloud test showed an increase in both cycle 1 and cycle 2. The following results of the aloud reading test are seen in Table 2.

Table 2. Results of the Reading Aloud Test for Cycle 1 and Cycle 2

Assessment Aspects	Cycle Percentage 1 (%)	Cycle Percentage 2 (%)
Pronunciation	23	23
Intonation	17	17
Smoothness	14	20
Courage	20	21
Total	74	81

The table above shows that of the 13 students who took part in the study, there was an increase not only in pre-cycle but also in the implementation of cycle 1 and cycle 2. Significant improvement can be seen from the fluency and courage of students to actively participate in learning. so that researchers can conclude that this constructivism approach can provide motivation and self-confidence of students in improving reading skills. In cycle 1

there were 9 students (69.23%) who could be categorized as low with a score of less than 75, and 4 students (30.77%) were declared good or scored above 75. Then in cycle 2 there were 3 students (23.07 %) can be categorized as low with a score of less than 75, and 10 students (76.92%) are declared good or get scores above 75. The increase in learning completeness for each cycle can be seen in Figure 2 below:

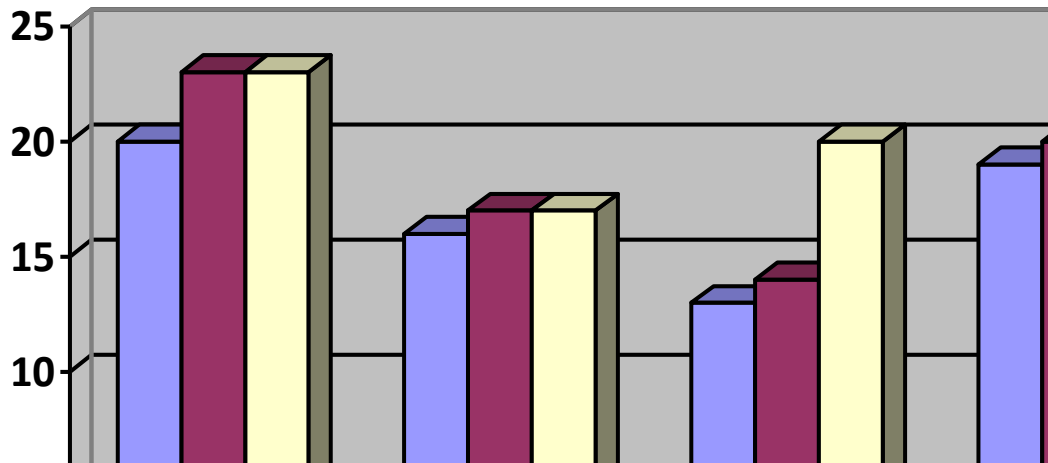


Figure 2. Improved Reading Aloud Ability

Based on Figure 2 above, it shows that there is a significant increase in learning with a constructivism approach in the aspect of fluency in reading symbols or sound symbols that are read. Then the results of the reflections that the researchers did with research members about the constructivism approach to learning to read aloud, namely the teacher must provide variations in learning to students with a constructivist approach to make students feel psychologically comfortable following learning and the level of anxiety and lack of self-confidence of students can be minimized by the teacher. Furthermore, the teacher needs

special attention in giving rewards to build student participation or courage to appear in front of the class.

Discussion

The results of the research conducted explained that the constructivist approach was able to improve the ability to read aloud in grade 2 elementary school students. The results that the researchers put forward are effectively used in low grade student learning. As Table 3 below shows students' reading ability can be improved quite significantly.

Table 3. Pre-cycle, Cycle 1, and Cycle 2 Reading Aloud Test Results

	Pronunciation	Intonation	Smoothness	Courage
Pre-cycle	20	16	13	19
Cycle 1	23	17	14	20
Cycle 2	23	17	20	21

Based on the table above, it shows that students' reading aloud ability has increased, but a very significant increase has occurred in the aspect of students' fluency when reading aloud. In addition, students' pronunciation and self-confidence to read aloud also increased. This increase in students' reading aloud ability also had a positive impact on students' comprehension after reading. This result is in

line with Wulan et al. (2022); Arifia (2018) and Ningsih & Satria (2015) which explains that the results of reading comprehension and students' reading interest can increase. Learning with a constructivism approach gives very satisfying results in improving the aloud reading skills of grade 2 elementary school students, the learning activities carried out provide opportunities for students to solve

their own problems through experience and guidance from a facilitator.

The results of the research that the researchers carried out were supported by several studies of learning to read, namely Nelson et al., (2023) and Auliya et al., (2022) explaining that the constructivism approach suggests that learning to read is a basic cognitive process in understanding other disciplines, because with an constructivism students are able to understand literacy so as to encourage their understanding of the text.

In line with research conducted by Akpinar et al., (2009) and Azizinezhad & Hashemi, (2011) where learning with a constructivist approach is able to provide new experiences to students in learning and enthusiastic about participating in learning so that student learning outcomes increase. Learning with a constructivist approach not only gives positive results in learning to read aloud that researchers do, but the constructivism approach can also be applied in language learning in particular. In line with the research conducted to improve the writing skills of fifth grade students and the results show that the constructivism approach is successful (Zulela et al., 2017).

The constructivism approach can have a positive impact not only on students' reading aloud skills but also on other learning. this opinion is supported by the opinion of Göktürk, (2010); Johnston & Ksoll (2022); Fitri (2017) and Riyanto & Siroj (2011) in the research conducted explained that music education in Turkey is also very effective because it provides encouragement and builds a music learning curriculum for elementary school students.

CONCLUSIONS AND RECOMMENDATIONS

The conclusion of the results of this study is that the constructivism approach can improve the aloud reading ability of 2nd grade elementary school students, as the results of the aloud reading ability test obtained mastery

in each cycle increased, the first cycle was 15.39% of students who scored above the KKM, namely 75 and in the first cycle II of 76.92% of students who scored above the KKM.

The recommendations that researchers give are: a. Teachers can motivate students during the learning process, especially for students who lack interest in learning. b. Teachers always provide special guidance to students who have not successfully completed the task. c. further researchers can develop the use of constructivism approaches to other skills.

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