



READING READINESS OF KINDERGARTEN STUDENTS AT TAQWA MOSQUE EAST JAKARTA

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Abstract

This research is aimed at finding the relationship of visual and auditory perception Between towards reading readiness of the second year student of Kindergarten. This research was conducted at the East Jakarta Kindergarten At Taqwa. The samples of the research consisted of 30 students were selected by who using simple random sampling technique was used at this research. The data were collected by using visual and auditory perception test and reading readiness test. The data of the study were analyzed by Applying multiple regression and correlation techniques. The Research Findings That show: there is a significant correlation between visual perception towards reading readiness of the second years of At Taqwa Kindergarten student, East Jakarta. There is a significant correlations between both visual perception and auditory perception towards reading readiness of the second years student of the East Jakarta Kindergarten At Taqwa.

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INTRODUCTION

Background

Preschool education is a form of formal education. As formal education institutions, the main task of kindergarten (TK) is preparing to introduce children to a variety of knowledge, attitudes, behavior, and intellectual skills to be able to adapt to the actual learning activities in elementary school (PP no. 27 th 1990). The meaning is to introduce basic knowledge in children's learning readiness and forming attitudes, behavior and intellectual skills.

In the implementation of early childhood education aims to develop all potential of children as a basis for further education. World Declaration on Education for All (Jomtien, Thailand in 1990) states that all children have the right to get learning needs, in line with the UNESCO education for children of early age aims to lay the foundations of learning how to learn is to learn. In accordance with the paradigm of education is to learn the four pillars of education for learning; learning to learn, learning to do, learn to become your own self (learning to be) and learn to life together. While the action framework of education for all (Dakar, Senegal in 2000) have agreed on goals such as achieving 50% improvement in levels of adult illiterate on 2015.

Based on government's regulations, curriculum and educational paradigms, Kindergarten is an educational institution that develops pre-academic or pre-scholastic that stimulate children's early ability to later be adapted to real learning. However, reading and writing are not the main task of kindergarten but the task is to prepare pre-scholastic or pre-academic.

Development of basic skills in kindergarten includes some aspects. one of them is the development of language skills. Development of language skills in kindergarten implemented by developing listening, speaking, reading and writing skill.

Surely the experts interpret the reading readiness as a predisposition to get the reading readiness of children learning to read not only

depends on intelligence, physical maturity or maturity of muscle and nerve, but also depends on hearing, vision capabilities, the printed media habits and knowledge to know the letters.

Reading is not a primary goal in kindergarten but it is done through learning by playing approach.. By doing this approach it is expected kindergarten students are ready and mature to read. Learning basic reading, writing and arithmetic in kindergarten is integrated in the basic skills development program. Accordance with circulars Director General of the Primary and Secondary education 6205/C/DS/1999

Ministry of National Education dated July 27, 1999, the skills of reading, writing and arithmetic are not the main goal in Kindergarten, but the learning readiness in reading, writing and arithmetic to do while playing.

This line of thought as they are not always consistent and aply in kindergarten educational practices in Indonesia. This may be due to shift of responsibility between elementary school's teacher and kindergarten's teacher. Either overtly or covertly, so that many primary schools are proposed test requirements for entry into primary school by using the concept of academic, especially reading and writing. As a result not uncommon in kindergarten, no longer a park playground and befriend a lot, but converted to "school of kindergarten" within the meaning educate children at an early stage.

In order to meet the developmental needs and the child sensitive to aspects of reading and writing can be organized and developed through various forms of the game. Piaget in Maxim (1989) says that the play can improve children's cognitive development, physical ability, social interaction and emotional. Based on the theory presented above are best developed reading readiness through the usage of various media to playing, so children are expected to be ready and able for reading later. This is consistent with the constructivist view that children are able to construct their own knowledge and understanding of concepts through the child's self-chosen activity through play.

Solehuddin (2000:9) argues that this approach emphasizes the development in terms of attitude, reading interests, skills in the learning process, to explore interests, creativity and experience in solving the problem directly. Efforts presenting learning materials are packaged in an integrated and not separated from the context of the child's life.

Reading Readiness

The importance of determining the child's readiness to learn for the future acquisition of learning, called maturation of readiness as Havighurst says it "time to teach" or teachable moment (Hurlock 1988). According to him the time or the time being taught (learning) has arrived. Teaching effort is wasted when it's done before and will produce satisfactory results when performed in the "right moment".

Meanwhile, according to Thorndike a figure on which the study of psychology is the sensory impression of association with the impulse to act, then one of the law is the law of readiness (Law of Readiness), that is the tendency to act, ready to act. So that, reading readiness or readiness to read the level of maturity began learning to read. Reading is an activity to translate the symbols or letters, into words or sentences that have meaning for individuals. Purpose of reading is being able to understand what is read. The initial stage of readiness to read, covers the skills children are usually held before the formal learning to read. To find out the names of letters, children learn that spoken words are composed of separate sounds and that letters to represent sounds.

Research on reading readiness has been conducted since 1925 by the National Committee on Reading published a reference on reading readiness. From the research resulted in two different terms regarding the readiness of children to read (Teale & Sulzby, 1986). While one group believes that reading readiness is the result of maturity ("nature"), the other group thinks that the appropriate experience can accelerate the readiness ("nurture"). These different perspectives based on different

philosophies characterized by research on child development in early life.

The reading readiness from the perspective of "Nature" of the dominant theories of the 1920s until the 1950s, the view that reading readiness is the result of biological maturity. From this perspective, it is believed that the mental processes necessary for reading will extend automatically at a specific time period (Teale & Sulzby, 1986). Therefore, educators and parents are encouraged to delay reading instruction until children reach a certain age.

While reading readiness from the perspective of "nurture" during the 1950's and 1960's the dominant theory of switching from reading readiness as the level of maturity to the reading readiness as a product of experience. Saxon argues that when children have appropriate experience, readiness to read them will be accelerated.

Readiness to read an entry in behavior was a man in learning to read. Initial capabilities have given the child prior learning and readiness to accept the new teaching materials in a learning process. Read from the stream of cognitive readiness, Ausubel stated: "One of the most important factor influencing learning is what learners already know," so the child can adjust to the learning task. In other words, reading readiness means to adjust the child with the learning task.

Reading readiness is not the time period in which children move from the behavior of non-reading to early reading. Reading readiness for children is to treat it as a transition period. According to Clay (1979) view of the transitional state of readiness to read the idea that children gradually changed from nonreader to early readers.

Vygotsky and Piaget said that mental functions are learned through social relationships. Children learn how to appreciate what is happening around him. Treating children and take in everything that happened and combine them with the knowledge he already has the structure (zone proximal of development).

According to Piaget the child's particular developmental stage may only make a certain intellectual effort as well, is a vain attempt to give an abstract experience of the preoperational stage of concrete. Piaget did not believe that the development of maturation as a natural course and more likely to argue that children learn through interaction with the world (Morrow 1987).

Within the family is usually the parent has provided a variety of media play as the story books, word cards letters, numbers, taking children to read stories together, listening to stories, and invite children to visit the library, take your child to store all this book is how to get children in reading readiness environment. Morrow said in Akhadiyah various studies conclude that verbal interaction that occurs between parents and children when reading a story give a major influence on the development of reading skills of children. Morrow (1993) also suggested that interest or concern of the children to the book will be faster when they are read a story.

The family environment plays an important role in providing the experience of reading readiness in children, there are several other factors that can affect children in developing reading readiness. Furthermore Tampubolon (1991) says that reading readiness is the level of maturity is a child, which allows it to learn to read without any negative consequences. Maturity as used here includes physical maturity, mental, linguistic (language) and social. Meanwhile, according to Mayesky, preparedness experience and other factors, such as physical readiness, readiness understanding, cognitive readiness, readiness language, affective readiness also influence the readiness to read.

So reading readiness in children in addition to depending on the level of maturity, environmental, physical, cognitive and affective, also affects a child's readiness in reading. So reading readiness in children in addition to depending on the level of maturity, environmental, physical, cognitive and affective, also affects a child's readiness in reading.

In other words the children will reach or achieve certain levels of physical, mental, emotional maturity to benefit learning to read. Therefore, reading readiness in fact, in the best sense as a useful time to start learning. So in reading readiness plan and let the environment take into account the maturity of the child background.

How we view and assess reading readiness, plan early reading experiences, and interact with children during the teaching will build a solid bridge between the interests, backgrounds, and skills as well as a variety of children's early confusion that is often experienced during learning.

The early stages of reading readiness skills typically include some children mastered, before getting a formal teaching. According to Clay, et al, Reading readiness skills are some of the skills needed someone to learn. Such as awareness about phonemics, teaching someone to be able to use the books properly, use a pencil correctly, understand and interpret the illustration of the image, familiar forms, understand the principles of the alphabet (Morrow. 1993).

While focusing on the reading readiness of nurturing (maturity), suggesting that skills associated with reading readiness, including auditory discrimination, the ability to identify and distinguish between similar sounds, rhyming words, and sounds of letters; visual discrimination, including the introduction of color, shape, and letter identification; left to right eye progression and visual skills of the motor.

Stevenson et.all (Lovitt 1989) states that there are four verbal tasks related to reading are: 1) mentions the letters and match uppercase and lowercase letters, 2) visual-auditory association, 3) Reversal of children match the two or three-letter combinations are presented in the correct order and reverse, 4) categorization, children categorize groups of three words. Furthermore Richek said that the ability to recognize the letters of the generic skills that predict the success of children in reading.

Based on opinion above, it can be concluded that, reading readiness is the level of maturity of a child to learn to read without any negative side effects, which are influenced by various factors. Which includes some of the skills, the awareness of phonemic which include: the ability to recognize and name letters of the alphabet, recognize and distinguish the sounds of letters, introducing a concept of a book well, using a pencil correctly, understand and interpret the illustration of the image, familiar forms, understand the principles of the alphabet.

METHOD

The research method used in this research is survey with correlational method. This technique is one type of research used to determine the relationship between two variables in population variables. In the analysis involving three independent variables: the capability of visual / spatial, auditory discrimination ability, the ability cognitive, was the dependent variable is the ability to read of kindergarten students

RESULT AND DISCUSSION

Overall results of this study provide information according to the theories put forward as the basis of reasoning, because the two predictor variables studied had significant relationship criterion variables. Guided by the results of inferential statistical analysis indicated that of the three research hypotheses are tested empirically, it was rejected H_0 and accept H_1 . This means that all three hypotheses are having a positive correlation. For more details, the discussion of each hypothesis can be described as follows:

A. Visual perception of the relationship between the variables (X1) with Reading Readiness (Y)

Based on calculations from empirical data obtained in the study of visual perception of the value obtained an average score of 36.00 and standard deviation = 4.64, meaning that the scores are relatively good visual perception. The

good visual perception scores kindergarten At-Taqwa Mosque B is supported by the learning activities provided by teachers in accordance with the child's development, supported by facilities and infrastructure play in kindergarten At-Taqwa Mosque or in the child's home

This finding is supported by Morrow(1993) states that include visual ability to understand the direction (left to right eye progression), recognize similarities and differences, identify colors, shapes, words, have the ability to see, and demonstrate the ability of a sense perception of figure-ground, it is useful to develop the reading readiness.

Based on calculations, can be explained that the strength of the relationship between visual perception in reading readiness shown by simple linear regression equation $Y = 24.180 + X_1 0.510$, at 95% confidence level. Of these equations can provide information that increases when the visual perception of the reading readiness of the unit will increase by 0.510 to 24.180 constants. This suggests that the better the visual perception of the readiness of children read better, too.

B. Auditory perception of the relationship between the variables (X2) with Reading Readiness (Y)

Based on calculations from empirical data obtained in studies of auditory perception of the value obtained an average score of 18.17 and standard deviation = 3.39, meaning that the auditory perception of relative value score is high. The high score of auditory perception of this suggests that auditory perception is a significant factor in developing reading readiness. Durell and Murphy stated, "Although there are many factors that combine to determine the success of children learning to read, it is clear that the ability to pay attention to the separate sounds in spoken words is very important" (Heilman; 45)

C. Visual perception of the relationship between the variables (X1) and Auditory (X2) In Together with Reading Readiness (Y)

Based on calculations, can be explained that the strength of the relationship between visual perception in reading readiness shown by multiple linear regression equation $Y = 34.470 + 0.460 X_1 + 0.465 X_2$ at 95% confidence level. Of these equations can provide information that on average each one unit increase or decrease in visual and auditory perception score (X_2) will be followed by an increase of 0.460 and 0.465 readiness to read.

In accordance with the theory has been advanced visual perception and auditory perception are factors that affect the readiness of kindergarten children to read. Although there are other factors that affect the readiness of kindergarten children to read. However this may be an important element in improving the readiness of kindergarten children to read.

CONCLUSION

Visual perception (X_1) and positively related to reading readiness shown by the correlation coefficient $r_{y1} = 0.490$ and coefficient of determination, $r^2_{y1} = 0.244$. This means that 24.40% variable visual perception of variables contributing to reading readiness. So to improve the reading readiness of visual perception needs to be improved kindergarten.

Auditory perception (X_2) and positively related to reading readiness shown by the correlation coefficient of $r_{y2} = 0.389$ and the coefficient of determination $r^2_{y2} = 0.151$. This means that 24.40% variable auditory perception of variables contributing to reading readiness. It is necessary to improve the reading readiness kindergarten auditory perception enhanced.

Of the three variables of the study, obtained a positive relationship between visual and auditory perception together with the reading readiness of kindergarten children. This is demonstrated by the correlation coefficient $R = 0.550$ and coefficient of $R^2 = 0.303$ determinant. This means that 30.30% variable visual and auditory perception together to contribute to the readiness of kindergarten children to read. So to improve the reading

readiness needs to be improved visual and auditory perception kindergarten.

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