**THE DIFFERENCES OF PRESCHOLAR’S READINESS TO READ IN PUBLIC AND PRIVATE KINDERGARTEN IN PEKANBARU, RIAU**

**Rita Kurnia**

Early Childhood Education Programme, Teachers’ Training and Education Faculty Univerity of Riau, Panam Pekanbaru, Riau, Indonesia kurniarita46@gmail.com

**Abstract**

Reading readiness is a concept of the early stages in learning to read. Teachers and parents must aware that learning to read in early childhood should be stimulated for children’s reading skills. The purpose of this research is to know the difference of early childhood reading readiness that is categorized into Public and Private Kindergarten in Pekanbaru, Riau. The collecting data in this reasearch was conducted by using questionnaire. This research involved 450 of 11,501 children and it was randomly selected by experts and teachers. The results showed the significant differences between public and private kindergartens (p = .000, p <0.05 and t = 4.515). Minimum score of public kindergarten was 79,20 and SP was 7,32; private kindergarten was 75.50 and SP was 10,04. The results of this analysis indicate that the reading readiness of public kindergarten is higher than private kindergartens.

**Key words: reading readiness, prescholar, types of kindergarten**

1. **Introduction**

Prescholars are expected to make up themselves the abilities needed to learn more at school: basic reading skills, emotional stability, social skills or motivation. It is time to form a good stage of development whether success or failure in learning. All competences are found in the prescholar’s curriculum. In this case, teachers and parents have roles to form good attitudes in early childhood learning.

Prescholars often prepare different levels of readiness especially in terms of cognitive and socio cultural abilities. Development theory emphasizes reading learning also related to the context and environmental psychological factors (Molfese et al 2003). Psychology often finds reading readiness tests being a useful way for assessing children's capacity and their competences. Readiness testing is conducted to help prescholar that has not progressed. Parents need information from kindergarten level to improve prescholar readiness skills into next level and it is able to create their satisfaction of their children. This research also shows that parents have an important role in preparing their children for elementary school (Anthony & Alec W 2002).

The analysis showed that if the pre-reading ability test used was given for prescholars that risk in reading failure, there was a great improvement in prescholars reading ability. Some evidence suggests that home-based factors are a better estimate of prescholar’s attitudes than socio-economic level. The readiness reading stage based on experiences in kindergarten, kindergarten location, types of kindergarten, and economic status of parents (Weinberger, 1996).

Parents can improve prescholars readiness reading if they have knowledge, skills and support that are needed to perform good parenting styles in order to stimulate their first children's development.

1. **The Purpose of the Research**

The purpose of the research is to know the reading readiness between Public and

Private Kindergarten in Pekanbaru, Riau.

1. **Conceptual Framework**

Vocabularies

. Noun

. Verbs

Types of Kindergarten

. Public

. Private

Auditory Discrimination

. introducing alphabet and sound

. dictation

. relation of alphabet and sound

Visual Discrimination

.Reading words and sentences

.Introducing alphabet and

sounds

. Konsonan awal

Readiness Reading

Reading strategy

. Introducing alphabet

. Reading simple sentences

. Reading comprehension

Tabel 1.Conceptual Framework

1. **Research Metodology**

It is descriptive research by using a quantitative approach that is supported by the review process. Data collection was conducted by using questionnaire. The population consisted of kindergarten children in Pekanbaru, Riau. The amount of them was 11,501 children. But it consists of 450 from11,501 preschoolers that was randomly selected by the kindergarten specialists and teachers.

1. **Research Findings**

Results of Prescholars Reading Readines

Table 2. Reading readiness of Public Kindergarten 53,6% (241) and

Private Kindergarten 46,4% (209).

**Analysis Descriptive**

Tabel 1. Deviation Standard Minimum and Four Components Reading Readiness Test

|  |  |  |  |
| --- | --- | --- | --- |
| **Tes Kesiapan Membaca** | **N** | **Min** | **SD** |
| Vocabulary (KK)  Auditory Discrimination (DA)  Visual Discrimination (DV)  Reading Strategy (MM) | 450  450  450  450 | 9.08  9.17  9.03  50.20 | 1.30  1.18  1.74  5.24 |

Tabel 1, average test of vocabularies (KK) is 9,08 for minimum level, DA is 9,17, DV is 9,038 and reading strategy is 50,20. Therefore, minimum and deviation standard that is taken from the children in reading readiness test. In conclusion, reading minimum level of vocabularies is 9,08, auditory discrimination is 9,17, visual discrimination is 9,03 and reading strategy is 9,08.

Tabel 3. Reading kindergarten level in Pekanbaru, Riau

From the data above, it is found that the readiness level of children is generally high: the reading level of vocabulary is an excellent level, auditory discrimination is an excellent level, visual discrimination is an excellent level and reading strategy is an excellent level. It is concluded that children's verbal skills is better than non-verbal skills.

1. **Vocabularies Test**

Tabel 2. Frequency Distribution Based in Vocabularies Level

|  |  |  |  |
| --- | --- | --- | --- |
| **Vocabularies** | **Types of Kindergarten** | | **Total** |
| **Public** | **Private** |
| Medium level (3-6) | 7  28.0 % | 18  72.0% | 25  100% |
| High level (7-10) | 227  53.4% | 198  46.6% | 425  100% |
| Total | 234  52.0% | 216  48.0% | 450  100% |

Table 2 shows that 28.0% (7) samples consist of medium-level vocabulary (3-6) from Public Kindergarten with 52.0% (234), while private kindergarten 72.0% (18) 48.0% 216), from simple vocabulary (3-6) to 100% (25). Similarly, for high vocabulary (7-10) from public kindergarten 53.4% (227) with 52.0% (234), while private kindergarten 46.6% (198) with 48.0% (216) parental education 100% (425). Table shows the achievement of the vocabulary at public kindergarten (53.4%) is higher than the private kindergarten (46.6%) while the achievement of the middle level is 72.0%.

1. **Auditory Discrimination Test**

Tabel 3. Frequency Distribution in Auditory Discrimination

|  |  |  |  |
| --- | --- | --- | --- |
| **Auditory Discrimination** | **Types of Kindergarten** | | **Total** |
| **Public** | **Private** |
| High level  (7-10) | 241  53.6% | 209  46.4% | 425  100% |
| Total | 241  53.6% | 209  46.4% | 450  100% |

Table 3 shows that 53.6% (241) is categorized into high-level auditory discrimination of public kindergarten while private kindergartens 46.4% (209) of high vocabulary (7-10) is totally 100% (425).

1. **Visual Discrimination Test**

Tabel 4. Frequency Distribution in Visual Discrimination Test

|  |  |  |  |
| --- | --- | --- | --- |
| **Visual Discrimination** | **Types of Kindergarten** | | **Total** |
| **Public** | **Private** |
| Medium level (3-6) | 16  33.3% | 32  66.7% | 48  100% |
| High level (7-10) | 224  55.9% | 177  44.1% | 401  100% |
| Total | 240  53.5% | 209  46.5% | 449  100% |

Table 4 shows that 33.3% (7) is categorized into average level of visual discrimination (3-6) at public kindergarten that is totally 53.5% (240) and private kindergarten is totally 46.5% (209) from average visual discrimination (3-6) of 100% (48). Similarly, high-level visual discrimination (7-10) from public kindergarten 55.9% (224) with 53.5% (240), while private 44.1% (177) with 46.5% (209) 100% 401).

1. **Strategy Reading Test**

Tabel 5. Frequency Distribution in Strategy Reading

|  |  |  |  |
| --- | --- | --- | --- |
| **Reading Stratey** | **Types of Kindergarten** | | **Total** |
| **Public** | **Private** |
| Medium level (19-37) | 5  23.8% | 16  76.2% | 21  100% |
| High level (38-54) | 236  55.0% | 193  45.0% | 429  100% |
| Total | 241  53.6% | 209  46.4% | 450  100% |

Table 5 shows that 23.8% (5) is categorized into medium-level (19-37) of mechanical reading of publics is 53.6% (241), while private is 76.2% (16) that is totally 46,4%(209. Therefore, medium level (19-37) of strategy reading is 100% (21). Similarly, 55.0% (236) is categorized into high-level (38-54) of strategy reading of private is 53.6% (241), while private is 45.0% (193) that is totally 46.4% (209).

1. **Reading Readiness Test**

Tabel 6. Frequency Distribution Reading Readiness Test

|  |  |  |
| --- | --- | --- |
| **Score** | **Number** | **Percentage (%)** |
| Low (0 – 28)  Medium (29 - 37)  High (38 - 84) | 0  21  429 | 0  4,7  95,3 |

Tabel 6, Respondents that achieve low level is 0% (0), medium level is 4,7% (21) and high level is 95,3% (429).

**The Differences of Reading Readiness Based on Types of Kindergarten**

Tabel 7. Results of vocabulary, auditory discrimination, visual discrimination, strategy reading and reading readiness test of prescholars in Public and Private Kinderarten.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Test** | **Types of Kindergarten** | **N** | **Min** | **SP** | **Nilai t** | **Sig. P** |
| Vocabulary | Public  Private | 241  209 | 9.35  8.77 | 1.12  1.42 | 4.695 | .000 |
| Auditory Discrimination | Public  Private | 241  209 | 9.43  8.77 | 1.01  1.29 | 5.367 | .000 |
| Visual Discrimination | Public  Private | 241  209 | 9.32  8.70 | 1.13  2.01 | 3.888 | .000 |
| Strategy Reading | Public  Private | 241  209 | 51.10  49.17 | 4.47  5.86 | 3.957 | .000 |
| Reading Readiness | Public  Private | 241  209 | 79.20  75.50 | 7.32  10.04 | 4.515 | .000 |

\* Significant at p <0,05

Tabel 7 is statistical group test that shows the significant differences between public kinderarten (min = 9,35, SP = 1,12) and private kinderarten (min = 8,77, SP = 1,42). It describes that vocabulary tests of public kindergartens are higher than private kindergartens.

Furhermore, auditory discrimination test of public kinderarten is higher than that of private kindergartens because the data states that public kindergartens get minimum score 9,43 (SP=1,01) and private kindergartens get minimum score 8,77 (SP=1,29).

And, visual discrimination test of public kindergartens are higher than private kindergartens. To support this data, the researcher gets minimum score at public kindergarten is 9,32, SP = 1,13, but private kindergarten is 8,70, SP = 2,01. Therefore, the sinifcant differences between public and private kindergarten is (p = .000, p <0,05 dan t = 3,888).

Then strategy reading test of public kindergartens are higher than private kindergartens. The minimum score of public kindergarten is 51,10 (SP = 4,47) and private kindergarten is 49,17 (SP = 5,86). And the sinifcant differences between public an private kinderarten is p = .000, p <0,05 and t = 3,957)

According to table 7, it is a statistical group showing significant differences between public and private kindergartens (p = .000, p <0.05 and t = 4.515). The results of this analysis indicate that the reading readiness rate of public kindergarten is higher than that of private kindergartens. Minimum scoring of public kindergarten 79,20 (SP = 7,32) and private kindergarten is 75,50 (SP = 10,04).

It is also a statistical group showing significant differences between public and private kindergartens in reading readiness rate (p = .000, p <0.05 and t = 4.515). The results of this analysis indicate that the reading readiness rate among domestic kindergarten is higher than that of private kindergartens. Minimum Score of public kinderarten is 79,20 (SP = 7,32) and private kindergarten is 75,50 (SP = 10,04).

Table 7 shows the rate and deviation standar of prescholar in reading readiness test. It can be described completely in the following graph 4.

Table 4: The differences in reading readiness of prescholars based on kindergarten types

1. **Discussion of the Research**

**Reading Readiness of Prescholaras in Pekanbaru, Riau**

In this research, there are four reading skills. They are vocabulary, auditory discrimination, visual discrimination and strategy reading. It shows that children who have acquired reading comprehension skills, they have achieved good results and they are categorized into high level. Moreover, they are able to provide responses to the teachers when their teachers explain vocabulary by using pictures or media during the learning process. It is supported by Aiona (2005) acquisition of vocabulary, letters and visual identification skills. A child who is ready to read is expected to know some basic words and can read simple sentences. Sulzby & Teale (1991) states that children who are aware of reading consciousness, the concept of reading, spoken and written language will speed up their learning

The results showed that respondents in this study were able to identify letters and match them. This study has similarities with Anthony & Alec (2002) that states the early childhood in this country there are many children who are easy to remember. This is the important things that need to be mastered and considered as a readiness to read. Thus, according to Grave (1993), guidance and support should be given to prevent dyslexic. Houver & Gough (1994) states that the basic concepts in understanding phonemics and knowledge of the alphabet. It is the relationship between alphabetical knowledge and phonemic awareness. It is also reinforce Bush's (2002) statement that phonetic acquisition can help read and remember more words by using phonetic cues.

**The Differences of Prescholar’s Readiness to Read in Types of Kindergarten**

This research shows that there is a significant difference between public kindergartens and private kindergartens in reading readiness of prescholar. The score ​​are obtained (P = .000, p <0.05 and t = 4.515). The average score for public kindergarten is 79.20 whereas the average score of private kindergarten score is 75.50. Based on the results, it was found that the children of kindergarten are more fluent in reading than the children of private kindergartens. It shows that the acquisition of language skills depends on the learning experience that is received by children. According to Pallant, J. (2007), children that good at pre-reading skills are better to use these skills in low-school early-reading assignments. Teaching is a factor to determine success in reading assignments (Prieto and Scott 2001). Based on Piaget's opinion, reading help the children create an idea. They face difficulty in dealing with the changing of kindergarten into first year of school.

Recent studies are interested in discussing the factors of preschool stakeholders includes limitaton in reading and spelling (Rvachew 2009). It is widely observed with pre-requisite cognitive skills: phonological awareness,ability to think or writing skills, phoneme mapping (Snow 2006). It is regarded as predictions for the children in formal reading. According to public kindergarten teachers, readiness to read is the most important language and communication readiness to be mastered by children before studying in first year of school.. Private kindergarten teachers also incorporate the most important language and communication readiness. Based on public kindergarten teachers’ view, readiness to read syllables for examples “mother” and “bulb” are considered as the second important items. The findings show the importance of children mastering language skills such as spelling skills before they study at primary school. It dues to three basic skills: reading, writing, and arithmetic that children need to be mastered. When children are ready to talk and communicate, it means they are also ready to study further.

The National Research Council's Committee on Prevention of Reading Difficulties in children recommends providing an environment that encourages preliteracy skills for all young children (Snow, Burns, & Griffin, 1998). Furthermore,the National Association for Early Childhood Education and the National Council of Mathematics Teachers (2002) said to support the high quality of education for children aged 3-6. To answer the third research question, the kindergarten manager and all stakeholders should be in good relationship. The owner of the kindergarten has the same goal to fullfill the children’ need physically, emotionally, spiritually, intellectually, socially, and well-balanced in literacy program. The organizational management, beauty, finance and health, nutrition, educational programs, promotion and publicity and child appraisal, managers are satisfied for having sufficient properties, sound finances, environmentally safe TK, balanced nutrition and balanced education programs. In addition, problems arise when monthly costs are uncoordinated in other kindergartens because there is a significant difference in the amount of monthly fees and this leads parents to send their child to a lower-income kindergarten. According to the public and private kindergarten teachers on the importance of language readiness and communication of first year children, found the total minimum readiness reading of public kindergarten is higher than private kindergartens, because most of public kindergartens are more interested than private kindergartens in small city.

In general, kindergarten teachers and parents consider the readiness to read are important. Reading aspects are strongly emphasized by teachers to make sure the child is ready to the first year of school. This opinion is contrary to the Durrell’s opinion (1958), According to them the child's ability level is different and will change over time. Some children can spell their names, spell words quickly but some of them can write their names and a few words. There are some children who can master reading and writing skills because of their parents or family help them. And, some children may be able to master reading skills while in class. Private kindergarten teachers think readiness of telling method is not a criterion that will determine reading readiness in school. This opinion coincides with Cambell’s opinion (2002), some children master reading skill first and some students can master the writing skill. There are children who are forced to practice exercises to master something. According to Wills and Linberg, kindergarten teachers force children to start formal learning in their early years. As a result, the readiness factor is not observed and this makes bad impression on the children. Children are forced to spend a lot of time in practicing and less in experience of learning process.

Nor Hashimah and Yahya (2003) said that a good language competence can improve the confidence of children to be active in learning. Indirectly, this belief will give readiness in reading to step into the first year of school. However, the reality of a child's speaking ability is different. According to Larry (2002), we should be ready to read in short-term and long-term needs of prescholar. Teachers and parents need to observe the children and help them to learn from the beginning to the next.

1. **Implementations**
2. Teachers need to identify children who have weaknesses in reading, teachers need to evaluate how far their psychological reactions or feelings and reading skills according to child's curriculum for elementary school.
3. Incorporating readiness to read as an important component of the teacher training curriculum.
4. The readiness concept of children for reading and how parents can prepare their children for reading should be given greater exposure. This information should be published continuously in print media, especially daily newspapers and children's magazines,websites,radio and television channels.
5. **Conclusions**

Based on the research findings and discussion, the conclusion can be drawn as follows: 1) The statistical test group showing the significant difference between public kindergarten (9,35, SP = 1.12) and private kindergarten (8.77 , SP = 1.42). The results of this analysis indicate vocabulary tests in public kindergarten are higher than private kindergartens. 2) Statistical group showing significant differences between public and private kindergartens (p = .000, p <0.05 and t = 4.515). Score of public kindergarten (min = 79,20, SP = 7,32) and private kindergarten (min = 75,50, SP = 10,04). The results of this analysis indicate that the reading readiness rate, public kindergarten is higher than private kindergarten. 3) Research shows that there is a significant difference between public kindergarten and private kindergarten in reading readiness of early age. The values ​​obtained are (P = .000, p <0.05 and t = 4.515). The average score for public kindergarten is 79.20 whereas the average score of private kindergarten score is 75.50. Based on the research findings, it was found that the children of kindergarten are more fluent in reading than the children of private kindergartens.

1. **Recommendations**

Based on the results of the research, to improve reading readiness of prescholars, the following things should be done: 1) PAUD / TK organizers, encouraging PAUD teachers to conduct research and collaborative in classroom action research with PAUD to optimize the readiness in reading. 2)For teachers, improve their creativity by conducting research individually or group. 3) For supervisors and principals, they need to be focused on fostering reading readiness by motivating and guiding through scientific research.

**Bibliography**

Aiona, S. 2005. Assessing school readiness. Educational Perspectives. http://www.hawaii.edu/edper/pages/vol38nl.html. [9 Desember 2009].

Anthony, F. & Alec, W.(2002). Teacher Predictions or Young Children’s Litery Success or Failure. Assessment. In Education: Principles, Policy & Pratice, Nov 99, Vol. 6 Issue 3 (www.usm.maine.edu/)

Bush, G.W (2002, April 3). President, Mrs Bush Promote early childhod education initiative, Speech posted by the office Press Secretary Retrived July 6.2005. From <http://www>. whitehouse.gov/news/releases/2002/04/20020403-6 html.

Campbell, F.A., C.T. Ramey, E. Pungello, J. Sparling and S. Miller-Johnson. 2002. “Early Childhood Education: Young Adult Outcomes from the Abecedarian Project.” Applied Developmental Science, Volume 6, Number 1, pp. 42-57.

Durrell, D. D (1958). Succses in 1st grade reading. Journal of education, 140,1-6

Graue, M. E. (1993). Readiness for what? Constructing meanings of readiness for kindergarten. Albany, NY: State University of New York Press. Available: Available: http:// cie.asu.edu/vaolume4/number5/

Hoover, W.A. and Gough, P.B. (1990). The simple view of reading. Reading and Writing: An Interdisciplinary Journal, 2, 127-160.

Landry, S. (2002). Supporting cognitive development. In Early Childhood,: A summit on early childhood cognitive development, U.S.Department of Education. Available: www.nccic.org/ccb/issue27.htmi

Marcia Prieto & Ralph Scott. (2001). Preschool learning profiles of poor and middle-class Chilean children. The Journal of Social Psychologi- 126(3):381-385.

Molfese, Victoria, J., Modglin. Arlene, Molfese,& Dennis L. (2003). The role of environment in the development of reading skills. Journal of Learning Disabilities, 00222194. Jan/Feb, Vol.36 Issue 1,ppl-20. (atas talian) http : www.laamp.org.parent/AERS 2.htm1. ( 23 Febuari 2005).

Nor Hashimah Hashim & Yahya Che Lah. (2003). Panduan Pendidikan Prasekolah. Pahang: PTS Publications & Distributions Sdn. Bhd.

Pestalozzi, J.H. 1915. How gertrude teaches her children. Terj. Holland, L. & Turner, F.C. Sycaruse: C.W. Bardeen. http://www.archive.org/detalls/howgertrudeteachOOpestuoft.html [23 Mel 2010].

Rvachew, S. 2009. Language development and literacy. what can be done? Encyclopedia on Early Childhood Development. http://www.child-encyclopedia.com/en-ca/language-development-literacy/what-can-be-done.htm [22 Oktober 2010].

Snow, K.L. 2006. Measuring school readiness: Conceptual and practical considerations. Early Education and Development 17(1):7-41. http://www.leaonline.com/toc/eed/17/l.html [7 Januari 2010].

Weinberger, Jo. (1996). A longitudinal study of children's early literacy experiences at home and later literacy development at home and school. Journal of Research in Reading 19(1). (atas talian) http:// literacytrust. org.uk/socialinclusion/ early years/ weinbergerresearch.html. (29 March 2005)