

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

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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, preschool, types of kindergarten

1. Introduction

Preschoolers 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 preschool's curriculum. In this case, teachers and parents have roles to form good attitudes in early childhood learning.

Preschoolers 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 preschooler that has not progressed. Parents need information from kindergarten level to improve preschooler 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).

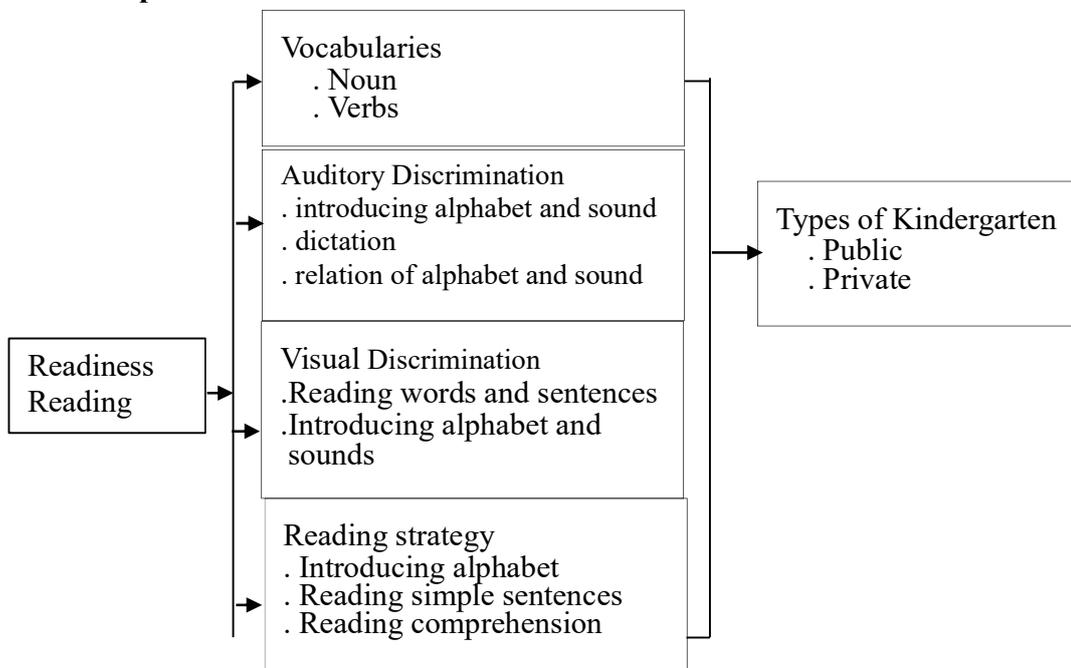
The analysis showed that if the pre-reading ability test used was given for preschoolers that risk in reading failure, there was a great improvement in preschoolers reading ability. Some evidence suggests that home-based factors are a better estimate of preschooler's attitudes than socio-economic level.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

Parents can improve preschoolers 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.

2. The Purpose of the Research

The purpose of the research is to know the reading readiness between Public and Private Kindergarten in Pekanbaru, Riau.

3. Conceptual Framework



Tabel 1. Conceptual Framework

4. 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 from 11,501 preschoolers that was randomly selected by the kindergarten specialists and teachers.

5. Research Findings

Results of Preschoolers Reading Readines

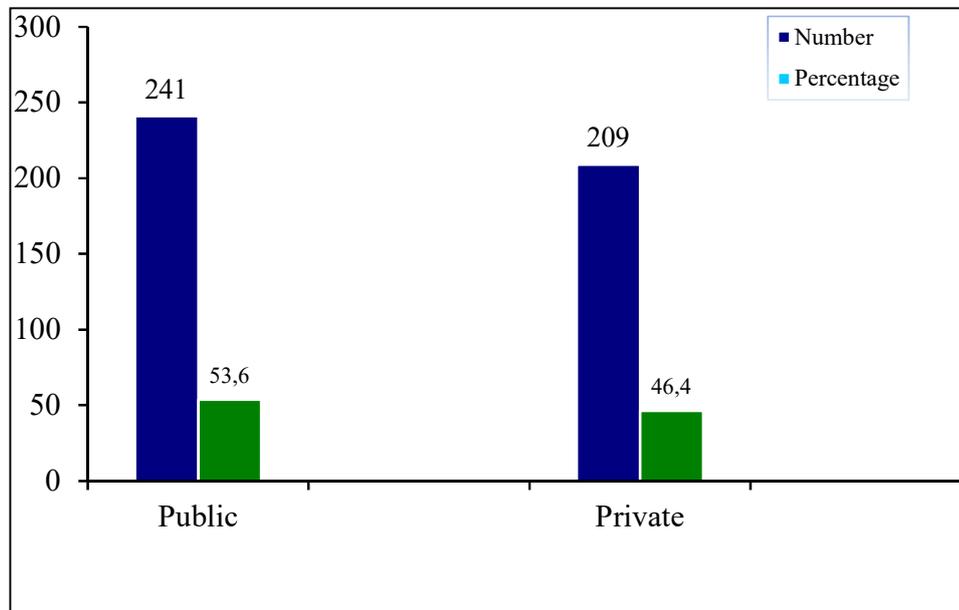


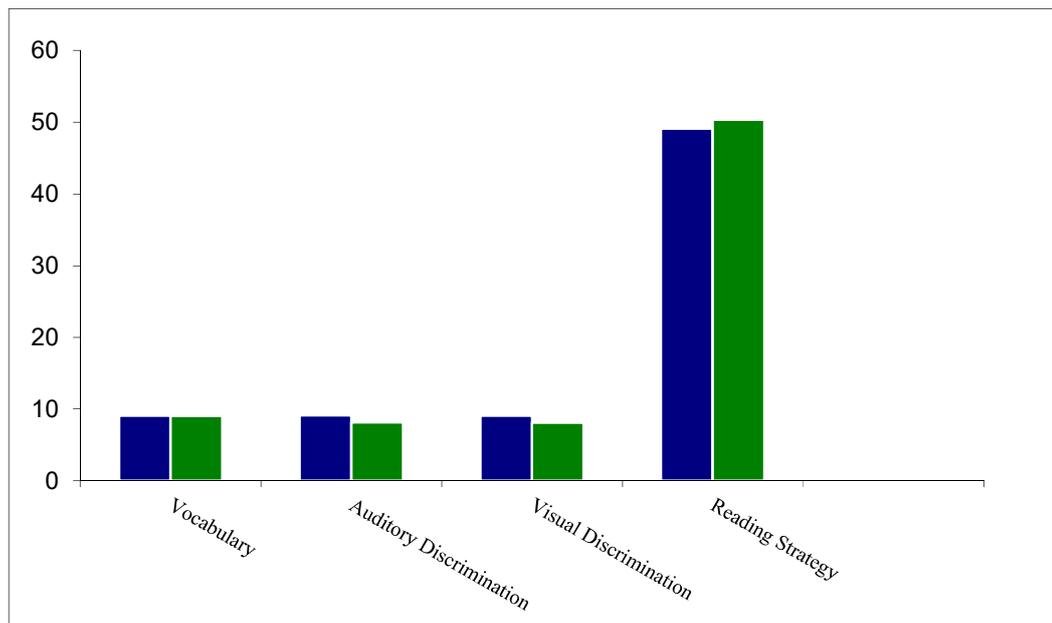
Table 2. Reading readiness of Public Kindergarten 53,6% (241) and Private Kindergarten 46,4% (209).

Analysis Descriptive

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

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

2. Auditory Discrimination Test

Table 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).

3. Visual Discrimination Test

Table 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).

4. Strategy Reading Test

Table 5. Frequency Distribution in Strategy Reading

Reading Strategy	Types of Kindergarten		Total
	Public	Private	
Medium level (19-37)	5	16	21

	23.8%	76.2%	100%
High level (38-54)	236	193	429
	55.0%	45.0%	100%
Total	241	209	450
	53.6%	46.4%	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).

5. Reading Readiness Test

Table 6. Frequency Distribution Reading Readiness Test

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

Table 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

Table 7. Results of vocabulary, auditory discrimination, visual discrimination, strategy reading and reading readiness test of preschoolers in Public and Private Kindergarten.

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

* Significant at $p < 0,05$

Tabel 7 is statistical group test that shows the significant differences between public kindergarten (min = 9,35, SP = 1,12) and private kindergarten (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 kindergarten 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 kindergarten 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 kindergarten is 79,20 (SP = 7,32) and private kindergarten is 75,50 (SP = 10,04).

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

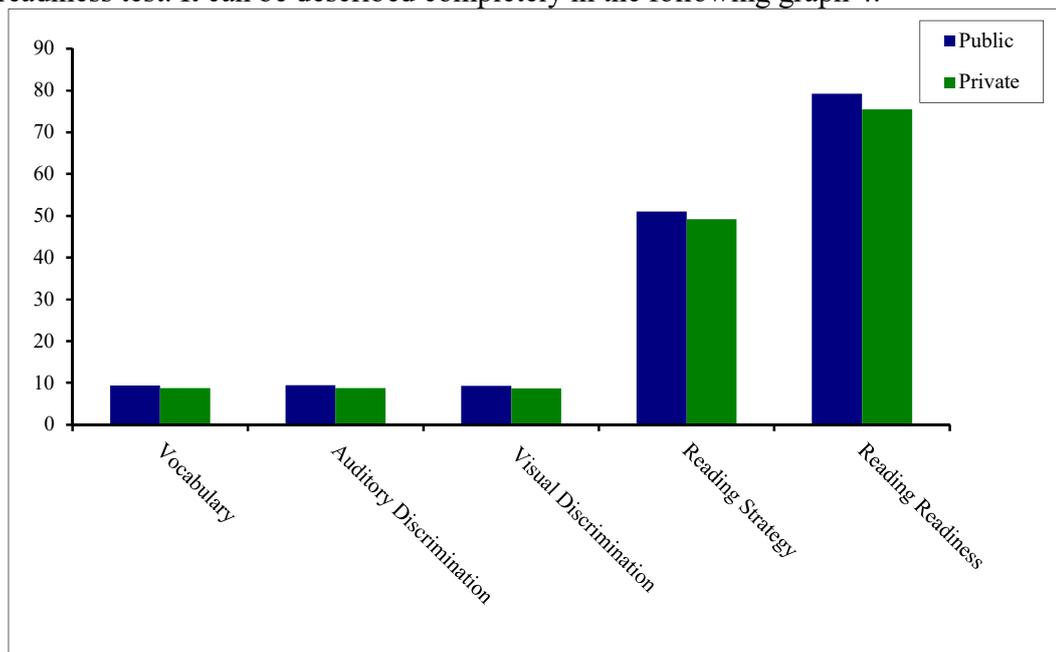


Table 4: The differences in reading readiness of preschoolers based on kindergarten types

6. Discussion of the Research

Reading Readiness of Preschoolers 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 Preschool'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 preschool. 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 preschool. Teachers and parents need to observe the children and help them to learn from the beginning to the next.

7. Implementations

- a. 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.
- b. Incorporating readiness to read as an important component of the teacher training curriculum.
- c. 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.

8. 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 private 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.

9. Recommendations

Based on the results of the research, to improve reading readiness of preschoolers, 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.

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