The Effectiveness Of Using Pictures of The Malay' Folklores for Early Child Hood Reading Readiness

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Abstract: This study is originated from observations that showed reading readinesses of children are low in Siak Sri Inderapura. This condition must be solved to improve their reading readiness. Related to this, the researcher is interested in solving the problem by using pictures of Malay' folklores. This is experimental research that uses quantitative methods with two-group: pre test and post-test. Based on the results of the t-test, it is obtained that t-score of -17,175 with a significance of 0,000. It can be concluded that there is a difference in reading readiness between experimental group and control group.

Keywords: Reading Readiness; Using Folklores' Picture

I. Introduction

Early childhood education is education that is most concerned in directing children for readiness toread. Reading readiness is related to children's interest in reading. It means that readiness is notthe ability. "Ready" or "readiness" is a condition for "ready" or "willing" (Balai Pustaka, 2005) for doing something. West, et al in Hartati (2011) stated that reading readiness illustrates the understanding that writing has meaning. He said reading readiness consists of recognizing basic colors; letters; numbers; acting like people reading; and writing his own name - even though the letter is not completely true (in Hartati: 2011). West's opinion, et al, doesnot completely give the understanding that reading readiness is same as the ability to read itself.

Tsu (in Susanto: 2014) who emphasizes reading readiness in self-motivational and behavioral conditions that indicate mental readiness. The students learnthrough environment especially reading texts or pictures, such as: 1) the curiosity about objects inside environment, people, processes, etc .; 2) the ability to interpret or read pictures by identifying and drawing them; 3) thorough in learning; 4) the ability to communicate the language in short dialogue; 5) the ability to distinguish the similarities and differences of sounds; 6) the presence of dumbness to learn to read; 7) the ability to concentrate and continuously in a task; 8) have confidence and emotional stability.

Based on the observations in Siak Sri Indrapura, there are several children whose readiness is still low. In terms of the learning facilities, some institutions have good literacy books. Related to this situation, there is a technique to build children's reading readiness by using picture of Malay' folklores in Siak Sri Inderapura.
Therefore, this study described 1) Early Childhood reading readiness data before using pictures of Malay' folklore; 2) how is Early Childhood reading readiness after using pictures of Malay' folklore; 3) the influence of using picturess of Malay' folklore in reading readiness by comparing between control class and experimental class.

II. Theoretical Review

1. Reading readiness

Children's reading readiness needs to be improved from an early age both educators and parents. There are many ways that can be used to attract children's reading interest, including using an interesting learning media, illustrated story books and picture books.
According to Dechant (1991), reading readiness is a teaching opportunity for reading, when children are ready to learn how to read. Reading readiness does not refers to the time or stages when a child starts from pre-reading to the reading stage.

West, et al in Hartati (2011) stated that reading readiness illustrates the understanding that writing has meaning. He said reading readiness includes: recognizing basic colors; letters; numbers; acting like people reading; and writing his own name - even though the letter is not completely true (in Hartati: 2011). As for Nord, et al (in Hartini, 2011) argue that readiness reads are: 1) knowing the letters grouped into know some letters; know most of the letters; check some letters; and not at all familiar with letters, 2). knowing numbers includes: not knowing numbers; recognize numbers up to five; know numbers until ten; get to know the numbers until twenty, 3) write the own names, 4) read the storybook: can read the storybook; pretending to read a storybook; see pictures and say words or sentences related to images; see pictures by pretending to read. Furthermore, Nord and others does not have to show their reading ability, but the behavior that interacts with books or picture books includes active behavior in observing books / picture books that also appear to be reading behavior.

Tsu (in Susanto: 2014) who emphasizes read readiness in self-motivational and behavioral conditions that indicate mental readiness, learning will towards the environment in general and especially reading texts or pictures, such as: Curiosity about objects inside environment, people, processes, etc ; 2) the ability to interpret or read pictures by identifying and drawing them; 3) thorough in learning; 4) the ability to communicate the language of short conversation; 5) the ability to distinguish between similarities and differences of sounds; 6) the willingness to read; 7) have sufficient emotional ability to be able the ability to concentrate and continuously in a task; 8) have confidence and emotional stability.

2 Using Pictures of Malay' Folklore

In general, children have a great curiosity, but they are also determined by their interest in learning something so that the process or learning behavior of children is also different (Yusuf and Sugandhi: 2013). Based on the intellectual development, including language, the role of the ear and eye senses are so strong for humans. This role is related to do shortdialogue as well as visual communication or interaction. This is also in accordance with the opinion of Garber and Ware (in Sunarto and Hartono, 2008) that in relation to the home environment, things that affect child development related to intelligence through learning facilities, they arethe number of books, magazines and other learning materials.

According to Bruner (in Kurnia, 2009), there are three levels of the mode of representation of the mind in the development of children's language As for what is meant is: enactive, that the child's mind works through movements; iconic, the mind of the child works to form an image or image of the object being observed; symbolic, children are able to use symbols especially language in thinking. Bruner's description gives an understanding that the development of children's language is supported by other facilities, especially those related to reading (verbal

language / speaking / telling stories) visuals or pictures which is presented the folklores by using pictures.

Folkstores that developed in traditional societiesespecially for the community, one of them was fables (Balai Pustaka, 2005). The existence of Malay' fables has become a national stories. The most popular fables whose character is "deer" with various stories and the story version.
The popularity has not been fully documented in the form of storybook media especially intended for early childhood or early childhood learning. The socialization of Malay traditional fableshave been carried out in the films, namely animations produced by nMalyasia. Animated film titled "In the Ancients", one of the stories that has deer characters, for example: deer and apes; deer and tigers. As for one sub-title of Kancil and Lion, it has been watched more than 3,864,854 times. There are still sub-headings - dozens of which are watched by the public. For example, the subtitles of Ant and Elephant have been watched more than 5,057,452 times, Goats and Crocodiles have been watched more than 8,991,318 times. This certainly gives an understanding that fables displayed visualy are very attractive to children.

III. Methodology

1. Research Design
This research uses quantitative method by doing experiments in *two-group posttest.*

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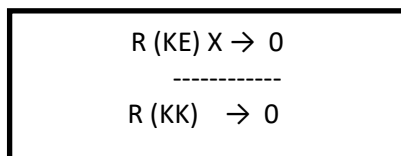
R : Randomized
X : Treatment
KE : Experiment group
KK : Control group
O : Posttest Findings

2. Data Analyzing Technique

Data analysis is a difference test or t test intended to find differences between two groups. The t test used is polled variants.

IV. Results and Discussion

The general research data can be seen in the following table:

Class	Scoring				Results			
	Xmax	Xmin	Mean	SD	Xmax	Xmin	Mean	SD
Control class	24	8	16	2,67	22	13	16.95	2.591
Experiment class	24	8	16	2,67	24	13	20.92	2.475

The scores obtained from the control group are as follows:

No	Indicators	Factual Score	IdealScore	%	Criteria
1	Curiosity about objects inside environment, people, processes	104	129	80,62	B
2	The ability to interpret or read pictures by identifying and drawing them	88	129	68,22	C
3	Thorough in learning	88	129	68,22	C
4	The ability to communicate the language of short conversation	97	129	75,19	C
5	The ability to distinguish between similarities and differences of sounds	82	129	63,57	C
6	The willingness to read	94	129	72,87	C
7	Have sufficient emotional ability to be able the ability to concentrate and continuously in a task	91	129	70,54	C
8	Have confidence and emotional stability	85	129	65,89	C
		729	1032	70,64	C

The table above illustrates that the average acquisition score of each indicator is 70.64% classified as sufficient (C).

The scores obtained from the control group are as follows:

No	Category	Score	Frequency	%
1	Good	X≥18,67	14	32,55814
2	Sufficient	13,33≤X<18,67	24	55,81395
3	Poor	X<13,33	5	11,62791
	Total		43	100

Based on the empirical average obtained by the control class is sufficient (C) that is 16.95.

The scores obtained from the experimental group are as follows:

No	Indicators	FactualScore	IdealScore	%	Criteria
1	Curiosity about objects inside environment, people, processes	209	231	90,48	B
2	The ability to interpret or read pictures by identifying and drawing them	209	231	90,48	B
3	Thorough in learning	201	231	87,01	B
4	The ability to communicate the language of short conversation	202	231	87,45	B
5	The ability to distinguish between similarities and differences of sounds	195	231	84,42	B

6	The willingness to read	212	231	91,77	B
7	Have sufficient emotional ability to be able the ability to concentrate and continuously in a task	192	231	83,12	B
8	Have confidence and emotional stability	191	231	82,68	B
		1611	1848	87,18	B

The experimental class score distribution is as follows:

Category	Score	Frequency	%
Good	X≥18,67	65	84,42
Sufficient	13,33≤X<18,67	11	14,29
Poor	X<13,33	1	1,30
Total		77	100

Based on the table above, it is known that the empirical average of the experimental class is 20.92. It means that the distribution of scores is in the good category (B).

Prerequisite tests

Based on the prerequisite tests performed: 1) homogeneity test obtained a significance value of 0.111 which means the data has a homogeneous relationship. 2)linearity test obtained a significance value of 0.004 which means that the data has a linear relationship.3)normality test obtained values of 0.667 and 0.111 which means that the control class and experiment class are normally distributed.
The results of different tests, namely the t test are:

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Reading Readiness	Equal variances assumed	.338	.562	-8.283	118	.000	-3.969	.479	-4.917	-3.020
	Equal variances not assumed			-8.175	83.703	.000	-3.969	.485	-4.934	-3.003

The t-test aims to know differences between children's reading readiness in the control class and experimental class. Based on the results of the t test, it shows that there are significant differences between the two classes, namely -8,175.

Discussions

This is a study that shows the effectiveness of using pictures of Malay' folklores for early childhood reading readiness. The story is a mouse deer. It isalso related to the very popular fables for Malayespecially in the past.

Based on preliminary observations about children's reading readiness, it is obtained 69.80 which is sufficiently categorized (C). In sampling, in the final data collection the control class was 43 children and reading readiness obtained was 70.64 in the sufficient category (C). The readability of children in the experimental class after being treated (treatment) is 87.18. It means that after being treated, the experimental group scored higher than the control group. It also gives an increasingof children's reading readiness after introducing of Malay folklore with the main character is deer.

After the t test into control and experiment group, the results obtained -8,175 with a significance level of 0,000. It gives the understanding after the t test, there are significant differences between the two groups.Reading readiness is different from the ability to read, where readiness suppresses the mental state or behavior that shows motivation to identify the environment and other media both images and text or writing (Tzu in Susanto: 2014). The media stories depict Malay folklore with mouse deer characterizations are so popular for the people, they are considered to motivate and change direction / increasing of behavior in reading readiness. The using picture of Malay folklore are understood as media images and text stories of animals that visually have appeal to children. It so develop children's reading readiness. This is in accordance with the opinion of Bruner (in Kurnia, 2009), the development of children's language there are three levels of mode representation of mind. They are active, that the child's mind works through movements; iconic, the children thinking to form an image or image of the object being observed; symbolic, children ability to use symbols. It can be concluded that using of pictures of Malay' folklore is very effective in stimulating responses from the active, iconic and symbolic.

V. Conclusions

The conclusion of this reading readiness study is: Children' reading readiness before the implementation of using pictures of the Malay' folklores, 69.80% is in sufficient criteria (C). Children's reading readiness after the implementation of using pictures of the Malay' folklores in the experimental group 87.18% in the good category (B), and the control group 70.64% in the sufficient category (C). Using pictures of the Malay folklores Malay folklore are effectively used for early childhood reading readiness, due to differences through t-test between the control class and a significant experimental class, namely t--17,175 with a significance level of 0,000.

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