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Improving the Early Childhood's Reading Readiness by Using Malay Folklore Pictures Media

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Abstract-*The objective of this research was to improve the early childhood reading readiness at TK Pembina Negeri Tualang Kabupaten Siak, Riau Indonesia. This classroom action research used 19 (5-6 years old) early childhood students as the research participants on the process of two cycles. The results of two cycles indicated the improvement of each cycle. On the first cycle, it indicated that there were 11 students on the category of starting to develop and 8 students improved on developing as expected of their reading readiness. Furthermore, on cycle II, there was the significant improvement toward students' reading readiness through Malay Folklore Pictures Media. It showed that all early childhood students improved on the good and excellent developments category. In conclusion, the use of Malay Folklore Pictures Media can improve the early childhood students of their reading readiness.*

Keywords: Malay Folklore Pictures, the Early childhood, Reading readiness

I. INTRODUCTION

The early childhood students need some ways to help them on the process of reading readiness. One of the helpful and creative ways is using picture media. In this case, the researcher has tried to use the Malay Folklore Picture Media to help the students on the process of reading readiness. In fact, there were some previous researches that related to reading readiness improvement by using various ways. According to Rita Kurnia (2018), in her research, discussed about children reading readiness as one consideration of teaching process. Another research by Yeni S and Rita K (2015) indicated that the use of field trip media could improve the early childhood students on their reading readiness. They could get the experience to know something new around the environment they saw. The next research done by Farkas and Hibel (2008) showed that parents' communication roles could help their children on the reading readiness process. Then, Rita Kurnia and Zukifli (2016) informed that the children language ability could be affected by the audio media such as the involvements of motion, sound and social environment. Furthermore, Guslinda and Rita Kurnia (2018) found the result that the use of learning media could improve young learners' interest and motivation on their learning process. Also, Muktia P et al (2018) found that visual media has had the role of the early childhood ability improvement. The latest research done by Rita K and Yeni S (2018) showed that the use of media, learning sources, and educative playing tools should be modified to improve early childhood learning process.

Based on some researches above, the researchers have tried to continue doing the next research related to the use of another teaching media to help the children reading readiness. The researchers used the classroom action research at TK Pembina Negeri Kecamatan Tualang Kabupaten Siak, Riau Indonesia. So, this research had some indicators of reading readiness:

1. The students' interest on something around the environment and its cycling process
2. The ability on picture's comprehension by doing the identification and description
3. Fully learning process
4. The ability of communication in producing oral sentences
5. The ability in expressing the same and different sounds
6. Learning interest
7. The ability in focusing the task
8. Self-confidence and emotional stability

II. METHOD

The researchers used the classroom action research which the 19 early childhood students of TK Pembina Negeri Kecamatan Tualang Kabupaten Siak became the participants (subjects) of the research. There were two

cycles and each cycle had two meeting. This research did some processes of planning, action (implementation), observation, and reflection to get the data. The data results were analysed qualitatively in order to know the improvement of using Malay Folklore Pictures Media for reading readiness.
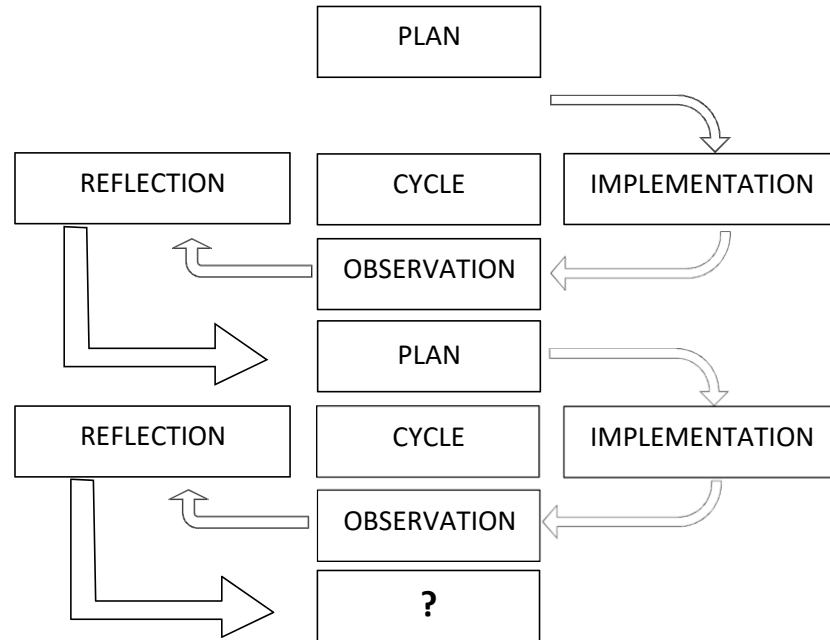

Figure 1. Cycles' Implementation of Action Research

III. RESULT AND DISCUSSION

During cycle I, the result showed that there were 11 students to achieve their ability on the category of starting to develop of the reading readiness and 8 students achieved on the category of an expected development. The data can be shown below:

Table 1. *Reading Readiness' Result Table*

No	Subject Code	Cycle 1		Total	Mean	Criteria
		Meeting I	Meeting II			
1	AH	41	47	88	44	MB
2	AKA	47	50	97	48,5	MB
3	ALK	41	50	91	45,5	MB
4	ARP	44	56	100	50	MB
5	AA	41	56	97	48,5	MB
6	ASH	44	50	94	47	MB
7	CS	41	56	97	48,5	MB
8	DNQ	41	59	100	50	MB
9	DAS	53	56	109	54,5	BSH
10	FAB	41	47	88	44	MB
11	FAI	41	56	97	48,5	MB
12	MR	50	59	109	54.5	BSH
13	MK	50	56	106	53	BSH
14	MFM	41	59	100	50	MB
15	NUR	53	62	115	57,5	BSH
16	RA	44	59	103	51,5	BSH

Cont. Table 1. *Reading Readiness' ...*

No	Subject Code	Cycle 1		Total	Mean	Criteria
		Meeting I	Meeting II			
17	ZA	53	56	109	54,5	BSH
18	ZMR	44	62	106	53	BSH
19	RM	44	59	103	51,5	BSH
	Total	854	1055	1909	900	
	Mean	44,94	55,53	100,47	47,37	MB

Explanation:
1. BB   = undeveloped, score 1, percentage value 0% -24%
2. MB   = starting to develop, score 2, percentage value 25% -49%
3. BSH   = developing as expected, score 3, percentage value of 50% -75%
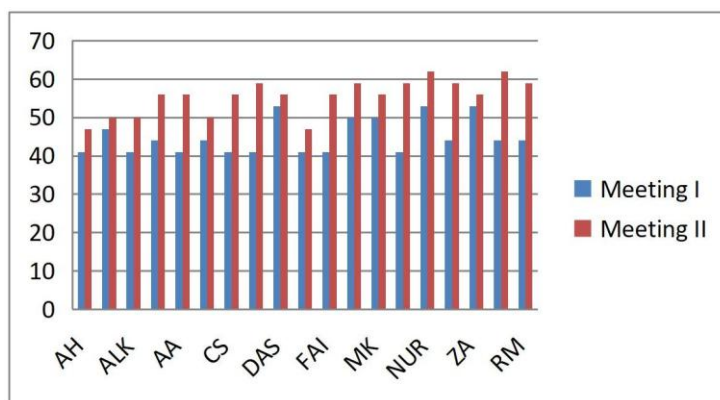4. BSB   = very well developed, score 4, percentage value 76.7% -100%

Figure 2. *The result of cycle 1 on children reading readiness*

Furthermore, on cycle II, the results indicated the significant improvement on reading readiness by using Malay Folklore Pictures Media. There were 8 students to achieve on the category of an expected development and 11 students got on the category of a very well development. In case, there was an improvement of using the picture media for an early childhood reading readiness. The improvement can be seen below:

Table 2. *Reading Readiness Result Table*

No	Subject Code	Cycle2		Total	Mean	Criteria
		Meeting I	Meeting II			
1	AH	65,62	75	140,62	70,31	BSH
2	AKA	71,87	84,4	156,27	78,13	BSB
3	ALK	75	84,4	159,4	79,7	BSB
4	ARP	68,75	84,4	153,15	76,6	BSB
5	AA	71,87	68,7	140,57	70,3	BSH
6	ASH	71,87	84,4	156,27	78,13	BSB
7	CS	75	84,4	159,4	79,7	BSB
8	DNQ	68,75	81,2	149,95	74,97	BSH
9	DAS	65,62	84,4	150,02	75,01	BSH
10	FAB	75	87,5	162,5	81,25	BSB
11	FAI	78,12	84,4	162,52	81,26	BSB
12	MR	68,75	75	143,75	71,9	BSH

Cont. Table 2. Reading ..

No	Subject Code	Cycle2		Total	Mean	Criteria
		Meeting I	Meeting II			
13	MK	71,87	78,2	150,07	75,03	BSH
14	MFM	65,62	84,4	150,02	75,01	BSH
15	NUR	78,12	75	153,12	76,56	BSB
16	RA	65,62	71,9	137,52	68,62	BSH
17	ZA	78,12	78,1	156,22	78,11	BSB
18	ZMR	68,75	87,5	156,25	78,12	BSB
19	RM	75	81,2	156,2	78,1	BSB
	Total	1359,32	1534,5	2893,82	1446,81	
	Mean	71,54	80,76	152,3	76,15	BSB

Explanation:

1. BB = undeveloped, score 1, percentage value 0% -24%
2. MB = starting to develop, score 2, percentage value 25% -49%
3. BSH = developing as expected, score 3, percentage value of 50% -75%
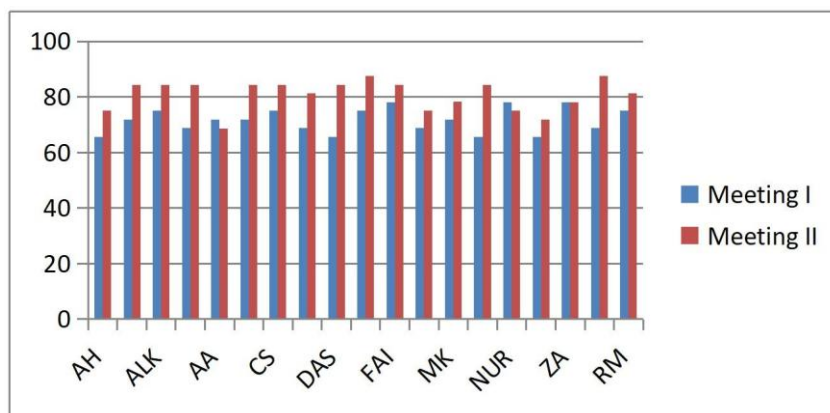4. BSB = very well developed, score 4, percentage value 76.7% -100%

Figure 3. The result of cycle 2 on children reading readiness

IV.   CONCLUSION

Based on the result's data and discussion, it can be concluded some conclusions:
1. By doing the processes of using Malay Folklore Pictures Media of each cycle have given the important improvement toward reading readiness of the early childhood students.
2. The classroom learning environment has been more various.
3. The students are more enthusiastic to follow the instructional activities.

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