

ABSTRACT

Reading readiness is a stage which should be passed by a child. This is according to Dechant (1982) is a concept formation stages of thinking of children who move from the concept of concrete thinking to abstract thinking concepts. In order to establish the concept of thinking, the child must have the capability of the three aspects contained in the reading readiness compiled by Dechant (1982), namely: understanding aspects of the meaning of words, aspects of auditory perception skills, and visual perception skills. These aspects can be developed through exercises such as providing experience about concrete objects, let out a sound similar words, or know the difference form. These materials are organized into a training design that uses a method of lectures, discussions, and question and answer. This training also provides an explanation of the purpose of each aspect of the training given by the child's reading ability. It was given to Ibu Persit KCK Yonif Linud 330, Cicalengka because some mothers complained about the development of children, namely:

1. Children have not been able to read even though it knew the letter
2. Children need the keywords to identify objects that he sees
3. Children begin to lose enthusiasm for learning when he was sitting in class III SD

Therefore, training on reading readiness is given for the Ibu Persit have increased understanding of optimizing the reading readiness of children to learn both about the exercises that can be done and the purposes in reading skills. The training was measured by using a questionnaire given at the time before and after the training is done. Then the results of the pre-test and post-test were compared by using different test of Wilcoxon. Through testing it has done showed that the coefficient of different test of this training is smaller than the coefficient alpha (α), ie $0.000 < \alpha = 0.05$. That is, the training conducted by researchers with a role in increasing understanding Ibu Persit about optimization readiness of children to learn to read so that the purpose of this training can be said has been reached. In other words, this training has given a role in increasing understanding to Ibu Persit about the ways that can be done to train the children in terms of skills development aspects contained in the stages of reading readiness compiled by Dechant (1982) and the relationship of these exercises with the ability of children when faced with the printed symbols (words).