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Environmental Contribution of Rich Reading Family Against the Ability of Reading Children Ages 5-6 Years in Private Vocational School of South City

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Abstract:- This research is a correlational research that looks for whether there is a significant contribution between rich reading families to the reading ability of children aged 5-6 years in Pembina Kindergarten in Kota Selatan District, Gorontalo City. The results of this study indicate that the development of the ability of children aged 5-6 years in reading can occur due to various aspects, but the most important thing is that the child's ability is also influenced by how much the child interacts with various readings that are at home as rich families reading. The ability to read children meets the regression equation Y = 9.25 + 0.91X. This shows that every rich family of reading can increase by one unit. The coefficient b = 0.91 is the coefficient of the linear regression line and states the change in the average variable Y for each change in the average variable X by one unit. Data from the analysis in order to test the research hypothesis, obtained the calculation of the reading rich family environment variable with the reading ability variable with the statistical test of the t test, which obtained the t price of 8.76. This test was carried out at a significant level of α = 0.01 or 1%, with the list price of ± 2.771. Thus the price of tcount is greater than the list, this means that the hypothesis that reads: "there is a meaningful relationship between the rich reading environment and the ability to read children aged 5-6 years" is accepted. Thus, rich reading families contribute to the development of children's reading abilities.

Keywords:- *environment, reading ability.*

I. INTRODUCTION

To support all forms of development for early childhood, the role of parents is absolutely necessary. Every parent must crave his child to be the best. Because children are the foundation of hope from parents in the future. So that the needs of children in general will always be responded to and fulfilled by their parents both in terms of physical and psychological needs. Everything is done because of the desire of parents to provide the best for their children. The expression of parental love tends to be devoted to their children when their children are still young. Because the figure of early childhood in a family has its own place and its existence requires more special attention than adults. Potentials that children have can be tangible into quality abilities or potential. But not a few of these potentials never appear even lost with hidden potency. This is influenced by the insensitivity of parents in seeing the needs of children to grow and develop.

Early childhood is a period known as the golden period in its life span. So many opportunities that children can experience to achieve their highest development. Especially in the development of the brain. Windows of opportunity will be open to children in this period. The brain will continue to demand to get a stimulus from the environment. Neurons in the brain also continue to work and are interrelated with each other or what we usually call neural networks. Whereas input as well as language, music, cognitive, values and others will be absorbed quickly.

Early childhood education is an integral part of the National Education System which currently receives considerable attention from the government. The Early Childhood Education Concept is the adoption of the Early Child Care and Education concept which is part of Early Child Development. Now this concept discusses efforts to increase the quality of human resources from the "upstream" sector, from the age of 0 years even from prenatal until the age of 8 years. The old theory that recommends that education can only begin when a 7-year-old is now denied. The results of the latest research from neurology, psychology, and pedagogy experts advocated the importance of education since the child was born, even since the child was still in the mother's arms. It is precisely at these early times that this is the golden period of development. The results showed that 50% of human intelligence capabilities occur at the level of childhood in the first 4 years since birth. Therefore the handling of children with educational stimulation in these age periods must be optimal.

Discourse like this is starting to be known if the community is like parents and of course the teachers as education practitioners. But unfortunately some people's understanding of early childhood is not as expected. When parents begin to know that when their child is in an early age range, all methods are taken to stimulate the brain and the ability of the child. Often they unwittingly forget the characteristics and needs of children who at that time still needed activities to play, explore, imagine, and other activities that were fun for them. This can be seen when parents begin to "force" the child to master one or even some abilities or skills without regard to the needs and maturity of the child's age. They are forced to attend various lessons such as "calistung", piano lessons, ballet lessons, drawing lessons, computer lessons, English lessons and many other lessons. Where the child itself is basically very burdened with the activity. Even more ironic, teachers in schools or early childhood education institutions are also carried away with the flow like this.

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There are a number of things that allegedly underlie this attitude. Among other things, First, because teachers who teach are not educated in early childhood, so they do not understand the effects that occur if this continues. Secondly, there is a lack of understanding by teachers in absorbing and implementing the concepts they have gained, so that they consider it to be true and not no intention to change in a better way. The third possibility is the insistence of parents who are the demands of the principal, so the school tries to abandon their idealism and fulfill these demands for fear of losing market share. Bredecamp (1997.97) revealed that "Education in early childhood is recognized as a very important period in developing human resources and this period only comes once and cannot be repeated, so that early stimulation, one of which is education is absolutely necessary." Thus, education is not just pursuing curriculum targets, or pursuing the wishes of the community / parents, such as the ability of children to read, write and count maximally, but education that is appropriate to the child's growth and development. Especially if we remember that in education, including education for early childhood, there are empt pillars that must be achieved from the ongoing educational process. But the essence is that early childhood education is a form of business in developing all the potential it has. Early childhood education is coercive education and must go through various stages according to the child's development. Therefore, building the concept of learning for early childhood should be started from the family environment. Requests for parents can be started by building an educational environment in the family, where children will always increase their knowledge and learning abilities through a process of interaction with the surrounding environment.

Some research results indicate that qualitatively and quantitatively the environment of educated children in practice has begun from social groups that actually have literacy practices. And to build literacy practices for children can be started from a family environment that has a variety of readings that can be adapted for the child to always read, this family environment is known as the literacy environment for children. Literacy environment is defined as an environment that equips children with literacy readings, such as newspapers, magazines and various readings that can entertain children to always read, but whether every reading that builds literacy for children will greatly affect the ability of children to read.

II. LITERATURE REVIEW

- *Concept of Early Childhood Education*

Early childhood education is the level of education before the level of primary education which is a coaching effort aimed at children from birth to six years of age which is carried out through the provision of educational stimuli to help physical and spiritual growth and development so that children have readiness to enter further education. , held on formal, non-formal and informal channels.

Early childhood education is a form of education that focuses on laying the foundation for physical growth and development (fine and rough motor coordination), intelligence (power of thought, creativity, emotional intelligence, spiritual intelligence), socio-emotional (attitude and need as well as religion) language and communication, in accordance with the uniqueness and stages of development that are passed by early childhood.

At present the field of education, psychology, medicine, psychiatry, is growing very rapidly. This situation has opened up new insights into the understanding of children and changed the way care and education of children. Every child has many forms of intelligence (multiple intelligences) which according to Howard Gardner on the eight domains of intelligence or intelligence that everyone has, including children. The eight domains are music intelligence, bodily kinesthetic, mathematical logic, linguistic (verbal), spatial, naturalistic, interpersonal and interpersonal. These multiple intelligence needs to be explored and developed by giving the opportunity to children to develop their potential optimally for their own efforts (Tientje, 2000)

Infancy, is a period when a new person is born until the time when the child experiences physical growth until the age of 11 months, at this time is divided into 2 periods, namely a) Neonatal period, from birth to 28 days. During this time there is an adaptation to the environment and changes in blood circulation, and the beginning of the functioning of the organs; b) Period after birth, age 29 days to 11 months. At this time there is a very rapid growth and the maturation process takes place continuously, especially the increasing nervous system function.

Period of children under 5 years old (toddlers, ages 12-59 months) At this time there is a toddler, which is a period in human life, from the age of 12 months to 36 months (Caplan&Caplan, 1983). This period is called toddler because children are too old called babies and too young are called children (Hurlock, 1980). At toddler there are basic characteristics, namely a) a period of high mobility, at this time the child's ability to move has been higher because of his physical motor development and coordination of his nerves are getting better until the child is more competent in walking, running and climbing something. At the age of 2-3 years is the period in which physical, mental and language abilities are the most in his entire life (Rapson, 1990) b) Exploration period, At this time the child's curiosity is very high to know the surroundings. This can be seen from many children asking questions about everything to find out, finding everything they want to know, and determining the meaning of everything (Bredekamp & Coople, 1997 in Ramli 2005) the toddler world is not only full of touching and feeling activities but also accompanied with exploration and manipulation of objects. c) The period of emotionality, toddler age children often act which makes it difficult for adults, he likes to refuse to be obedient, angry and uncooperative. He also likes to demand attention from people around him in various ways (Swamminathan, 1990). One example is that he likes to whine for help from others, which he can actually do. Patience and understanding of the people around him are needed. Toddler exploration of the social environment often causes conflict, the child acts spontaneously towards something that happens, but his

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empathy begins to develop for others when negotiating the conflict and seeing that others have feelings too.

In Indonesia the implementation of PAUD still seems exclusive and only reaches a small part of the community. Although various care and education programs for early childhood age (0-6 years) have been implemented in Indonesia for a long time, until 2000 showed children aged 0-6 years who received care and education services were still low. The 2001 data shows that of the approximately 26.2 million children aged 0-6 years who have received early education services through various new programs around 4.5 million children (17%). The highest contribution was through the Development of Toddler Family (9.5%), Kindergarten (6.1%), Raudhatul Athfal (1.5%). While through child care and play groups each contribution is very small, which is around 1% and 0.24%.

III. READING ABILITY FOR EARLY CHILDHOOD

Each child is a unique person with individual patterns and times of growth, as well as for personality, temperament, learning style, family background and experience. Having high respect for children is important, but having rigid expectations according to group norms does not reflect the reality that there are significant differences in the development and learning of individual children in the early years of life. Expectations of group norms can have a very damaging effect, especially for children with special development and learning needs (NEGP 1991; Mallory 1992; Wolery, Strain & Bailey 1992).

That every child has different abilities and absorption is a necessity. Every ability and absorption will affect the level of development of the child itself, because development goes in a direction that can be predicted towards a condition that is more complex, more organized, and more internalized. Learning during the early childhood period can take place from knowledge in the form of behavior to knowledge that is symbolic (Bruner 1983). Therefore the development of the ability of children aged 5-6 years in reading is also influenced by the absorption of children in understanding each word in reading.

According to Purwo (1990: 20) "the use of language in every word that has meaning in early childhood is not inseparable from the following principles: the existence of a relationship between four forms of language, namely listening, speaking, reading and writing, is very important in language activities that make a big contribution to the empata of various forms of language, by using and studying scientifically conducted along with learning other fields such as natural science, social science, and mathematics ". Teachers teach language to children tailored to children's potential and abilities, because children learn in different ways and speeds.

According to Purwo (1990: 132) "the stages of children's language development can be seen from: (a) social development and communication, (b) the development of articulation and sound, and (c) word and word development". According to Elizabeth G. Hainstock (2002: 110), "the process of language learning is the most valuable children's intellectual achievement". The stages of the development of children's language skills from birth are seen from the social and communication aspects marked by giving cues through eye gaze and accompanied by other abilities. Subsequent developments at the age of 6 months the baby can respond to the sounds accompanied by movements and begin to interact through "Social Smiles" , by making a sound, and imitating the voice he heard. Subsequent development at the age of 7-12 months the child begins to show the development of intentions (intentionality) which is marked through movements through hand movements. This hand movement is gradually accompanied by sound. For example, there are children who voice children of pre-school age (kindergarten) are estimated to have mastered approximately 8,000 vocabulary and basic rules of grammar. Some language barriers shown by pre-school age children include: difficult to express passive sentences (Harwood, 1959, Baldie, 1976): it is difficult to understand indirect imperative expressions (Ervin Tripp, 1977: Ackerman, 1978). M. Schaerlaekens (1977: 20) as cited by Samsuwiyati Mar'at (2005: 61-68) divides the phases of the development of children's language into 4 periods beginning with the prelingual period (0-1 years), this period marked by "Babbling" as a substitute for the language of communication. The next phase is called the early lingual period (1-1.5 years), this period is marked by the ability to say the first word even though it is not complete. The increase in language development in children during this period is very fast and can be classified into three phases, namely (a) the sentence period of one word (holophrare), (b) the sentence period of two words, and (c) the sentence period of more than two words. The next phase is called the differential period (2-2.5 years) this period is indicated by the ability of children to distinguish the use of words, words and sentences, the last phase is the period after 5 years, children show progress in vocabulary, make complete sentences, master categories linguistic categories that are more complex, and understand abstract things.

IV. RICH FAMILY ENVIRONMENT READINGS

The reading-rich environment is defined as an environment that provides children with various reading demonstrations, literacy engagements and support for reading activities. In this type of environment, children see their parents reading books, newspapers and magazines to get entertainment and information and listen to them when talking about what they read. In this environment children see parents writing messages from the telephone, writing letters, paying bills, and occasionally writing articles or stories and listening to them discuss their writing. In this environment children routinely read, engage in interactive discussions and literacy practices that are enabled by their access to a variety of reading (children's books in various genres and magazines) and various writing instruments (pens, markers, pencils, crayons, chalk , etc.) and lots of paper. In this environment, children are encouraged to explore their world and express their feelings using all the methods available to them.

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Children learn to recognize their home and other places they know before they can understand the words left and right or read a map of a house. Proper developmental programs provide many opportunities for children to expand and deepen their knowledge that is knowledgeable by providing a variety of direct experiences and helping children master symbolic knowledge through the representation of their experiences in the media. such as drawing, painting, modeling, playing drama, verbal and written descriptions (Katz, 1995).

Even every young child is able to use various media to present their concepts of understanding. Furthermore, through the representation of their knowledge, knowledge itself is increasing (Edawards, Gandini, & Forman 1993; Malaguzzi 1993; Forman 1994). Re- presence of sensory modalities (reading the five senses) and the media also varies according to the age of the child. For example, most babies and children who are just learning to walk mostly learn using the five senses and motor, but 2-year-olds use one thing to do one thing in play (a box to call or use a spoon as a guitar).Development and learning occur in and are influenced by multiple social cultural contexts. Bronfenbrenner (1979, 1989, 1993) provides an ecological model for understanding human child development. Bronfenbrenner explained that child development is best understood in the context of the family, educational settings, community, and wider society. These diverse contexts relate to each other and all have an influence on developing children. For example, even a child is cared for in a family that loves and supports him, a healthy community is influenced by broader community biases, such as racism or sexism, and possibly shows the negative influence of negative stereotypes and discrimination.

Culture is a pattern of beliefs and behavior, both explicit and implicit, which is passed on to the next generation by the community or social groups, religious groups, or ethnic groups where they live. (Edwards & Gandini 1989; Tobin, Wu, & Davidson 1989; Rogoff et al. 1993). As Bowman put it, "the rules of development are the same for all children, but social contexts shape children's development in different configurations" (1994,220). Early childhood parents need to understand the influence of sociocultural contexts in learning, recognize developing competencies in children, and accept a variety of ways for children to express the achievements of their development (Vygotsky 1978, Wertsch 1985, Forman, Minick, & Stone 1993, 1994; Bowman & Stott 1994; Mallory & New 1994, Philips 1994; Bruner 1996; Wardle 1996).

V. RESEARCH METHODOLOGY

This research was carried out in the City of South Pembina Kindergarten and was carried out in the 2013-2014 teaching period. This research is a correlational research that looks for whether there is a significant contribution between rich reading families to the reading ability of children aged 5-6 years in Pembina Kindergarten in Kota Selatan District, Gorontalo City.

Sugiyono (2009: 61) population is an area of generalization consisting of objects / subjects that have certain qualities and characteristics set by the researcher to be studied and then drawn conclusions. Based on these opinions, the population set as the object of research in TK Pembina Subdistrict of the South City of Gorontalo City, totaling 65 people spread in five classes. This distribution can be seen in Table 1.

While for taking this sample using the Herry King Nomogram which is the maximum population number 2000 with a variety of errors ranging from 0.3% to 15%, and multiplying factors adjusted for the specified error level. In the nomogram, it looks for confident interval (unterval trust) 80% of the distribution factor = 0.780, for 85% of the factor of distribution = 0.785, for the 90% factor = 1.195 and for the 99% of the factor is = 1.573. Based on the above provisions, the population is 65 people. If you want a sample of the population of 90% or an error rate of 10%, the number of samples taken is 0.43 x 65 x 1,035 = 28.9285 = 29 people.

To be able to describe the research variables, it is necessary to measure the two variables. The data used in this study were obtained through instrument techniques that will be given to each parent. After all research data is collected then processed using statistical analysis. This processing includes data normality test, regression and correlational analysis Y on X.

VI. RESEARCH RESULTS AND DISCUSSION

The results of this study are information about the (correlational) relationship between rich reading families and the ability to read children aged 5-6 years. Information on the relationship between these two variables can be observed by capturing research data obtained from Variable X (rich family reading) and Variable Y (reading ability of children aged 5-6).

This data for family variables is rich in reading (Variable X) and the reading ability variable of children aged 5-6 years (Variable Y) can be seen in Appendix 4. The results of further research are arranged in the form of instrument data tabulation for each variable with steps as follows:

1. Variable X
   - Calculate the Number of Interval Classes (k)
     $k = 1 + 3{,}3 \log n$
     $= 1 + 3{,}3 \log 29$
     $= 5{,}8259$
     $= 6$ (rounded up)
   - Calculate Data Range (R)
     R = The biggest data - the smallest data
     $= 92 - 62$
     $= 30$
   - Calculate Class Length
     $P = \frac{\text{Data Range}}{\text{Number of Classes}}$
     $= \frac{30}{6}$
     $= 5$

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No Class	Interval Class	Frequency	Relative (%)
1	62 – 66	2	6,90
2	67 – 71	2	6,90
3	72 – 76	3	10,35
4	77 – 81	7	24,14
5	82 – 86	13	44,83
6	87 – 92	2	6,90
Amount		29	100

Table 1. Frequency distribution of families rich in reading (Variable X)

In the form of bar graphs (histograms) with upright lines indicating frequencies and transverse lines indicating the interval class variable X can be described below.

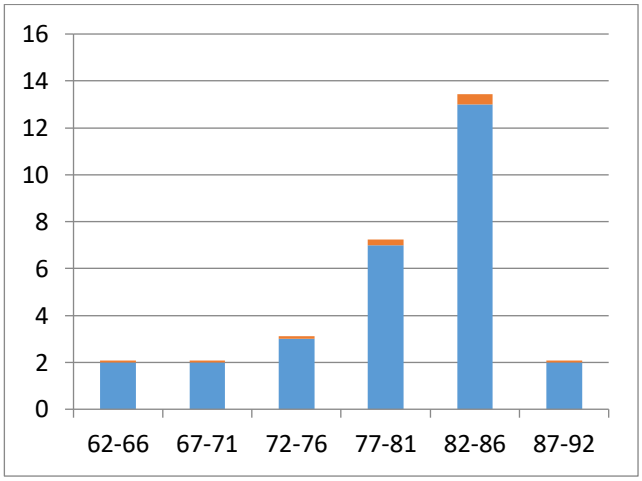

Fig 1:- Histogram Distribution Frequency of Distribution of Rich Family Value Reading (Variable X)

2. Variable Y
   - Calculate the Number of Interval Classes (k)
     k = 1 + 3,3 log n
     = 1 + 3,3 log 29
     = 5,8259
     = 6 (rounded up)
   - Calculate Data Range (R)
     R = The biggest data - the smallest data
     = 94 - 6
     = 26
   - Calculate Class Length
     $P = \frac{\text{Data Range}}{\text{Number of Classes}}$
     $= \frac{26}{6}$
     = 4,3333
     = 5 (rounded up)

No Class	Interval Class	Frequency	Relative (%)
1	65 - 69	1	3,45
2	70 – 74	4	13,79
3	75 – 79	4	13,79
4	80 – 84	10	34,48
5	85 – 89	5	17,24
6	90 - 94	5	17,24
Amount		29	100

Table 2. Frequency distribution of reading ability of children aged 5-6 years (Variable Y)

Furthermore, the table of presentation of frequency distribution data is displayed in the form of variable X (histogram) graphs.

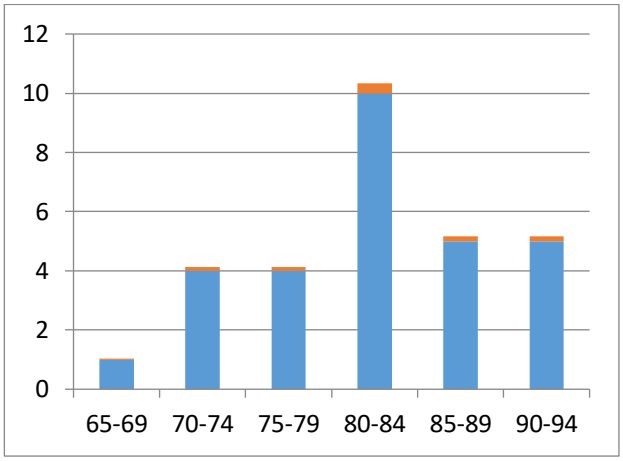

Fig 2:- Distribution Histogram Frequency of Distribution of Reading Ability Value for Children aged 5-6 years (Variable Y)

Data Normality Testing

Data normality is a statistical assumption that must be fulfilled so that statistical tests for the research hypothesis can be used. To find out whether the sample data is normally distributed, the Liliefors technique is used for this purpose.

To find out the sample in the study, whether it comes from a population with normal distribution or not, it is necessary to test for normality. In testing the normality of data as stated in Chapter III using the Liliefors test (sudjana, 1989: 466) by following several procedures as follows.

- *Variable Normality Test X*
  From the calculation results in Appendix 5, the following prices are obtained:
  $\sum x = 2320$ $\sum x^2 = 186848$
  $\bar{X} = \frac{\sum Xi}{n}$
  $= \frac{2320}{29}$
  = 80
  $S^2 = \frac{(Xi-X)2}{n-1}$
  $= \sqrt{\frac{(Xi-X)2}{n-1}}$
  $= \sqrt{\frac{1248}{29-1}}$

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$= \sqrt{44,5714}$
$= 6,6762$

For testing the normality of the variable data X can be seen in Appendix 6. From the attachment obtained the maximum price of F (Zi) - S (ZI) = 0.1151 with n = 29, the real level α = 0.01. From the list of Liliefors test values can be obtained Lo = 0.1896. So the price is Lo <Ldaftar or 0.1151 <0.1896, so it can be concluded that the variable X data is normally distributed.

Linear Regression Analysis

The need to determine linear regression analysis is first determined by the linear regression equation Y over X by calculating the regression coefficients a and b as follows (Appendix 5):

$\sum x = 2320$ $\sum x^2 = 186848$ $\sum X iYi = 191536$
$\sum y = 2380$ $\sum y^2 = 196720$ $n_i = 29$

$a = \frac{\sum Yi.\sum Xi2 - \sum Xi.\sum XiYi}{n.\sum Xi2 - (\sum Xi)2}$

$a = \frac{2380.186848 - 2320.191536}{29.186848 - (2320)2}$

$= 9, 25$

$b = \frac{n.\sum XiYi - \sum Xi.\sum Yi}{n.\sum Xi2 - (\sum Xi)2}$

$= \frac{29.191536 - 2320.2380}{29.186848 - (2320)2}$

$= 0,91$

So the linear regression equation Y over X is Y = 9.25 + 0.91 X

To find out whether the regression equation can describe a linear relationship means or can not be used ANOVA table (Table 2) as follows:

$JK\ (T) = \sum Yi^2$
$= 196720$

$JK\ (a) = \frac{\sum (Yi)^2}{n}$
$= \frac{(2380)2}{29}$
$= 195324,1379$

$JK\ (b/a) = b\left\{\sum XiYi - \frac{(\sum Xi)(\sum Yi)}{n}\right\}$
$= 0, 91\left\{191536 - \frac{(2320)(2380)}{29}\right\}$
$= 1033,76$

$JK\ (res) = JK\ (T) - JK\ (a) - JK\ (b/a)$
$= (196720)\ (195324,1379)\ (1033,76)$
$= 362,102$

$JK\ (E) = 658,67$

$JK\ (TC) = JK\ (R) - JK\ (E)$
$= 362,102 - 658,67$
$= -296,57$

Source Variation	Dk	JK	RJK	F
Total	29	196720	196720	
Regression (a)	1	195324.1379	195324.1379	
Regresi (b/a)	1	1033.76	1033.76	
				77.08
Residue	27	362.1021	13.4112	
Suitable Tuna	12	-296.5646	-24.71	
				-0.56
Mistake	15	658.6667	43.91	

Table 3. ANOVA for Y Regression Linearity Test for X

Table 3 above obtained F_{count} = -0.56 for the real level α = 0.01 and the numerator = 12 and the denominator = 15 obtained $F_{(0.99)\ (12.15)}$ = 3.67. The testing criteria is that F_{count} is smaller than F_{list}so the hypothesis states that the linear regression model is Y over X with the equation Y = 9.25 + 0.91 X can be accepted at the real level α = 0.01.

Then with the significance test regression obtained F_{count} = 77.08 for the significance level α = 0.01 and the supervisor = 1, and the denominator = 27 obtained $F_{(0.99)\ (1.27)}$ = 7.68. The testing criteria turned out to be F_{count} is greater than F_{daftar} so that the Ho hypothesis is rejected and an alternative hypothesis is accepted that is the dependence Y on X in the regression equation Y = 9.25 + 0.91 X can be accepted at the real level α = 0.01.

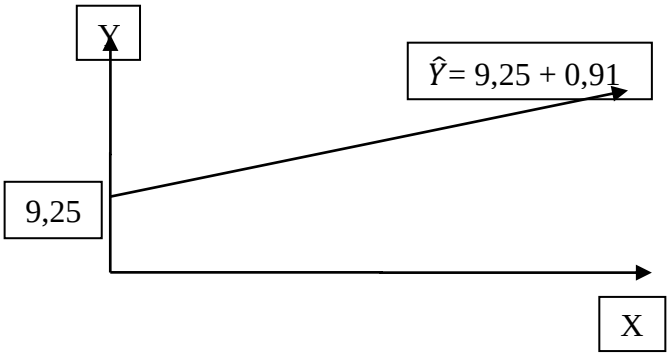

Fig 3:- Line regression equation Y = 9.25 + 0.91

VII. CORRELATION ANALYSIS

If the correlation line of a set of observational data is linear, it can be determined how far the degree of connection between variable Y over X through the correlation coefficient (r). From the values (Appendix 5) required in calculating the regression coefficients the correlation coefficient is obtained as follows:

$r = \frac{n\sum XiYi - (\sum Xi)(\sum Yi)}{\sqrt{\{n\sum Xi^2 - (\sum Xi)^2\}\{n\sum Yi^2 - (\sum Yi)^2\}}}$
$= \frac{29.191536 - 2320.2380}{\sqrt{\{29.186848 - (2320)^2\}\{29.196729 - (2380)^2\}}}$
$= \frac{5554544 - 5521600}{\sqrt{\{5418592 - 5382400\}\{5704880 - 5664400\}}}$
$= \frac{32944}{\sqrt{\{36192\}\{40480\}}}$
$= \frac{32944}{\sqrt{1465052160}}$
$= \frac{32944}{38279,9998}$
$= 0,860606065$
$= 0,86$ (dibulatkan)

The significance (significance) test of the correlation coefficient is:

$t = \sqrt{\frac{r\sqrt{n-2}}{1-r^2}}$
$= \frac{0,86\sqrt{29-2}}{\sqrt{1-0,86^2}}$
$= \frac{4,468691084}{0,510294032}$
$= 8,75709061$
$= 8,76$

For the real level α = 0.01 and dk = 27 then from the student t distribution list obtained t (0.995) (27) = 2.771 therefore t_{count} is greater than the list and t_{count} is not in the

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game area which is -2.771 to +2.777 , then Ho's hypothesis is rejected with the HA hypothesis accepted. Thus the hypothesis stated "There is a significant relationship between rich families of reading and the ability to read children aged 5-6 years can be accepted".

VIII. DISCUSSION

In the learning process, the teacher always hopes that after the learning process the child can achieve optimal (good) learning outcomes. One thing that affects optimal children's learning outcomes is the understanding of mastery of the concepts of numbers, flat builds and the ability to tinker with puzzles.

Having known the normality of the research data, then the next is testing the hypothesis through Y linear regression analysis on X and correlational data analysis.

The initial step in linear regression Y over X is to look for regression coefficients a and b. The calculation results are a = 9.25 and b = 0.91 which means the regression equation Y over X is Y = 9.25 + 0.91X. So it can be predicted that every increase in family scores rich in reading for 1 (one) unit will be followed by the addition of scores by the reading ability of children aged 5-6 years by 0.91 units, or in other words the higher the understanding in puzzle games, the children's reading ability ages 5-6 years old children are also increasing.

Furthermore, to find out the regression equation Y above X obtained can be considered linear or will not be tested for tuna test matched linear regression. From Table 3 obtained F_{count} = -0.56 and at the significance level α = 0.01 and the numerator = 12, and denominator = 15 obtained $F_{(0.99)(12.15)}$ = 3.67. This means that $F_{count}$is smaller than F_{list} so that the linear regression model hypothesis with equation Y = 9.25 + 0.91X is accepted then for regression test regression obtained F_{count} = 77.08 and at the significance level α = 0.01 and the numerator = 1 and with denominator = 27 obtained $F_{(0.99)(1.27)}$ = 7.68, which means that F is greater than F_{daftar} so that the Ho hypothesis is rejected and accepts the alternative hypothesis so that the dependence of Y on X in the equation Y = 9, 25 + 0.91X is very meaningful at the level of α = 0.01.

To find out the relationship between rich reading families and the ability to read children aged 5-6 years, the correlation coefficient must be sought. From the results of calculations with the product moment formula obtained a correlation coefficient of 0.86% with a determination index of 0.7396 or 73.96%. So it is predicted that the reading ability of children aged 5-6 years can affect rich families reading by 73.96%, the remaining 26.04 is influenced by other factors.

In part of the hypothesis analysis this study was carried out significance testing / correlation significance. The results of calculations with student statistical test tcount = 8.76 for the real level α = 0.01 and dk = 27 obtained t (0.995) (27) = ± 2.771 and smaller than thitung. The tcount value is not in the reception area, which is from -2.771 to +2.777. So the Ho hypothesis is rejected and an alternative hypothesis which states there is a relationship between rich families of reading and the ability to read children aged 5-6 years old children are accepted.

Through the results of research from variables X and Y it can be seen that the ability of children to recognize the ability to recognize several syllables, the ability to read syllables, composing words in sentences with family media that has various readings at home can improve children's ability to recognize syllables, read several syllables and arrange syllables and hone the reading skills of children aged 5-6 years.

The level of understanding of children in variable X (Table 3) that is family rich reading can be seen through statements from parents who have various readings contained in items number 2, 4, 9 with the results of the percentage achieved 92.41%, 64.83% , 71.04% and introducing reading to children is also seen through statements from parents about how often introducing various readings to children items number 1, 5, 6, 7, 10 with a percentage of results achieved that is 73.79%, 84.83 %, 71.04%, 86.90% and training children to recognize syllables and reading a few syllables on some of the readings in the family environment can also be seen through items number 3, 8 with the percentage achieved is 84.83% , 88.28%. So it can be concluded that most children basically have been introduced with various readings in the family environment so that the child is familiar with syllables and several sentences consisting of several syllables, but there are also children who do not know the word in a sentence due to lack of attention children during the process of introducing various readings in the family so that the child's interest in learning and trying to read is still lacking.

The level of understanding of children in variable Y (Table 3), namely the ability of children in reading can be seen through the ability of children to read several syllables and sentences contained in items number 3, 5, 6, 7 with the percentage achieved by children is 77.93%, 94.48%, 98.62%, 67.59% and in the introduction of the ability to read several syllables and sentences there are also items number 1, 2, 4 with the percentage of results achieved by children by 87.59%. 91.04%, 73.79% and arranging several syllables into sentences can be seen in item number 8, 9, 10 with the percentage achieved 83.45%, 62.52%, and 80.70%.

The results of this study make it possible that rich family reading can be a medium for socializing children in the world of literacy / reading in many ways. The most important way is sharpening the involvement with (1) literacy artifacts or reading with functional uses. (2) literacy / reading experience. (3) various literacy / reading events in writing, and (4) various literacy interactions. Based on various conditions that promote literacy, below are some basic guidelines for more systematic implementation.

IX. CONCLUSION

From some of the findings of this study it can be concluded that: Data analysis results in order to test research

hypotheses, obtained calculations from reading rich family environment variables with reading ability variable by statistical test of t test, where the t price is 8.76. This test was carried out at a significant level of α = 0.01 or 1%, with the list price of ± 2.771. Thus the price of tcount is greater than the list, this means that the hypothesis that reads: "there is a meaningful relationship between the rich reading environment and the ability to read children aged 5-6 years" is accepted. Thus, rich reading families contribute to the development of children's reading abilities.

From the results of this study the researcher recommends that every family be able to stimulate children to read various things, because it is recommended for each family to provide various reading materials, both in the form of newspapers, children's magazines and other magazines to stimulate children to read.

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