

The Relationship between Vocabulary and Reading Ability in 3rd Grade Elementary School Students

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Abstract—This study aims to determine the relationship of vocabulary mastery with reading ability in class III elementary school. This study uses a quantitative approach with the type of correlation research. The population in this study were all students of class III 2017/2018 Academic Year, which amounted to 340. The sample in this study were 172 third grade students taken using techniques cluster random sampling. Data collection techniques in this study use a test. The test is in the form of a question and uses a performance appraisal sheet. Data analysis techniques in this study used statistical formula product moment with a significance level of 5% which tested using SPSS program and through the prerequisite test for normality, homogeneity test and linearity test. The results of this study are that there is a positive relationship between vocabulary mastery and students' reading ability in third grade elementary school with a result of 0.887.

Keywords—*vocabulary mastery and reading ability*

I. INTRODUCTION

Education is an important thing in life and has become a basic need for humans in order to change themselves to a better direction. Changes can be in the form of changes in attitudes, knowledge and abilities and skills. In the education system Law No. 20 of 2003 concerning National Education System in article 1 stated that education is a conscious and planned effort to realize the learning atmosphere in the learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character needed by themselves, community, nation and State. Therefore education plays an important role for students all over the world, namely Indonesia.

Indonesia is still classified as having a quality of education that is still low if compared to other countries. Hi, this is evident from several research results or international studies conducted by several researchers. Among them were studies conducted by the Program for International Student Assessment (PISA) in 2012. PISA shows how many Indonesian students' reading ability ranks 64th out of 65 countries in the world with an average score of 396. Research conducted PISA in [1] shows that Indonesia ranks second lowest in countries conducted PISA in [1]. This was confirmed by research conducted by Progress International Reading Literacy Study PIRLS in [2] research in 2011 placing Indonesian students' reading positions at 41st out of 45 countries in [3]. Indonesia is also ranked as the fourth lowest in the country conducted in PIRLS [2].

Many things can influence the success of the education of students, one of which depends on the ability to read. Reading is an activity carried out by someone to obtain information [3].

Reading makes a person gain knowledge or information so the more read the more knowledge or information we get. In line with what Slamet in [4] said that the benefits of reading are able to increase knowledge. Further research conducted Lukhele in [5] stated that reading extensively does not only have a positive effect on reading ability but also positively influences academic achievement. Some descriptions of the experts above can be defined that reading becomes an activity that is very important to get a lot of information and knowledge. Reading can lead us to something we did not know before, knowing that reading and reading can also affect academic achievement.

Results Assessment of Reading Grade Early (Early Grade Reading Assessment (EGRA)) conducted on 4,232 learners third grade in elementary schools and madrasah in 23 districts in seven provinces partners USAID PRIORITY in [6], shows that learners grade three fluent in reading letters and read words but have problems or difficulties in reading the text and understanding its contents. The results of this study show that at the national level also children's reading ability has not reached the expected standard of education standards.

Lack of vocabulary mastery can make someone's reading ability limited to reading but cannot understand the contents of the reading. Reading skills are important skills in supporting student learning. Students who are less proficient at reading will take a long time to read than students who are proficient or fluent. Needing a long time when reading the word words will result in reduced ability of students to remember and understand long reading. Like the research conducted in [5] that says that those who are too slow and tiring when reading, basically damage the reading comprehension they read. In fact, what happened in many communities in this era were not fond of reading. This can be influenced by a lack of interest / early reading habit while in the Theory of Effect Matthew says that the higher the reading ability in the early class the higher the ability to obtain information USAID in [6]. This proves that students who have low reading ability in the early grades will cause delays or failures that get worse in obtaining information for later stages and prove that children who are slow reading in the early classes will experience increasingly severe failures in the classes next.

The same thing happened to elementary schools located in a sub-district in Banda Aceh. The reading ability of students who live and the same school ideally have the same ability and understanding of reading because the results of research conducted [6] say there is a significant relationship between social status and achievement and the environment. But in reality, the initial observations in the field showed that students who live and study in the sub-district of Ulee Kareng

Banda Aceh have different abilities. Students can read readings in the text but cannot answer the questions given related to the reading they are reading, this means that they cannot be said to be able to understand the contents of the reading. This is because most of the students use the local language in communicating with the environment so that it affects the Indonesian vocabulary mastery that is owned by students in Indonesian reading texts. The habit of using local languages when communicating will make the limited vocabulary mastery in Indonesian make the vocabulary mastery of Indonesian language low while government education or curriculum and all teaching materials contained in schools use Indonesian. This has an impact on students feeling alien to the words in the text they read when reading using Indonesian language because they are accustomed to using local languages and cause students to only be able to read without knowing or understanding the contents of the reading. like the theory said Zhang in [7] stated that some of the students' failure to read was due to the language 'deficit' they had, for example their vocabulary mastery was inadequate reading. This makes students lazy to read and has an impact on students' reading ability.

The results of previous studies found that the media can improve a person's ability to increase interest in learning in class III this is because students feel not only learning but also while playing, to continue the research so that it wants to develop modules that can improve reading and reading comprehension. However, in order for the research to be as expected, the things considered related to the ability to read and understand it are considered in class III so that the module development is successful, one of which is vocabulary mastery. Low vocabulary mastery will make students read words in Indonesian such as reading meaningless words. Students who are skilled at reading, they only read most of the letters and have been able to predict the words they will read and need relatively little time. Unlike students who are not fluent or adept at reading. They need precision of the letters they read and students focus on reading regardless of the purpose of reading it actually. So that students will

experience difficulties in capturing the meaningfulness of a reading. Early classes (classes I, II and III) have an important role in the success of a student to get information and also affect academic ability. Considering the above, the author tries to conduct research in schools that are in one sub-district that are considered to have the same criteria in accordance with the criteria of the population. This research was conducted in the early class, namely in the third grade of elementary school, because in this class there were already reading characters and they were also required to understand the reading they read. In accordance with what was said Call in [8] stated that the class was already in the confirmation and fluency stage, not only limited to the introduction of letters and smooth reading as in the early grades of I and II Elementary Schools.

Therefore it is necessary to do research regarding the relationship of vocabulary mastery to reading ability in class III. The ability intended in this study is the accuracy of the correct mention of said words and intonation according to the use of Indonesian language when students read a given text according to the time specified. Similarly, the vocabulary mastery test that will be developed is similar to the words contained in the text but in different contexts of sentences.

The rest of this paper is organized as follow: Section II describes proposed research method. Section III presents the obtained results and following by discussion in Section IV. Finally, Section V concludes this work.

II. METHOD

This study was conducted at the primary school level from February to March 2018. The population in this study was all third grade students located in schools in one subdistrict in the academic year 2017/2018 totalling 340 students. Of all class III students in the population, the number of sample respondents consisted of 172 students. Sampling in this study with nonprobability sampling technique, given the name because in the sampling used random sampling cluster technique such techniques can be done because the population is considered homogeneous. So that the number of samples obtained from population 340 is 172. This research is a quantitative study with a type of correlation research, because this study measures the relationship between two variables or more than influence or material. Correlation studies are measured using statistical procedures. Correlation research is research that will focus on the relationship between independent variable and the research that will be conducted by this research. This study wants to see the relationship between each variable, not treated / manipulated variables, but only states based on facts in the respondents.

Data collection techniques used to collect data in this study are tests. The test is in the form of questions and also a performance sheet. Data collection of vocabulary mastery (X) is given several questions related to the vocabulary contained in the reading text but in other contexts is in the form of sentences in everyday life. Whereas to assess students' reading ability (Y) use a performance sheet.

to assess the performance sheet by rubric when students read. Activities when collecting data are assisted by several teams working as primary school teachers who are considered appropriate to the criteria and can facilitate when collecting data.

The instrument used in this study is the test sheet. Tests are questions or exercises that are used to measure skills, knowledge possessed by individuals or groups. Function tests in general, as a measure of student ability. In this study the measuring test measures vocabulary mastery. While the performance sheet is used when looking at students' reading skills.

This data analysis is an activity carried out after data from all respondents or other data sources is collected. Data has been collected and then analyzed using a computer through the SPSS program, while the stages in analyzing the results of data analysis requirements include nominity and linearity tests. The hypothesis is to use correlation product moment.

III. RESULTS

The results of the backward effect using the product moment formula on the variables X and Y can be seen through the Figure 1 as follows:

Variables	X	Table R	Information
Y	0, 887	0.05	There is a significant relationship

Fig. 1. Test Results of Hypothesis

From Figure 1, there is a positive relationship between mastery with reading ability, by connecting between variable X with Y1 is equal to 0.887, when compared with the amount of $\alpha = 5\%$ and sample contribution (N) 172 obtained $r_{table} = 0.05$. The magnitude of $r_{hitung} 0.887 > r_{table} 0.05$, hence can be said that there is a positive relationship between mastery of vocabulary by comprehending reading learners. Value of 0.887, can illustrate any where the relationship between variable mastery and reading ability with a value of 0.887, or 89% censored with. So the influence between variable mastery and reading ability can produce positive and positive direction. This proves that the higher the vocabulary mastery then the ability to read will follow or higher, the lower the vocabulary mastery the lower the reading ability.

Lack of mastery of vocabulary in learners can affect the level of reading ability and understand the reading of the learners and the lack of treasuries possessed by learners can make learners do not like to read because of difficulties to understand the information contained in the reading material. reading ability is related to the effective execution of the work between the reader and the text in response to written symbols with either express or implied.

Children at the age of 7-9 years are papa mastery vocabulary consist $\pm 7,520$ words vocabulary that should be controlled by elementary school children class III. Some of the things that affect vocabulary mastery include maternal education, socioeconomic status, language learning, vocabulary used by teachers, instructional strategies, learning disabilities as well as the environment becomes an important factor in vocabulary mastery.

Correlation test results obtained through correlation formula person's product moment known that there is a significant relationship between vocabulary mastery and reading ability of learners. This result is indicated by the magnitude of correlation between variable X with Y1 is equal to 0.887, while r_{table} equal to = 0.05, because the amount of $r_{hitung} 0.887 > r_{table} 0.05$, hence can be said that there is positive relationship and between vocabulary mastery and reading ability of learners. From the above understanding, it is concluded that reading ability is related to the effective execution of the work between the reader and the text in responding to the writing emblems precisely either expressed or implied. Confirmation and fluency, or Stage 2 (ages 7-9 years, second and third grade), involves fluency and speed. At this stage the Child uses the closeness of context and semantic knowledge along with the ability of decoding to identify foreign words and gain fluency and speed in reading.

IV. DISCUSSION

A. Vocabulary Mastery

Vocabulary is a horde of words that mastered by a person. According to Richard in [9] vocabulary is "a set of lexemes, including single words and idioms". Kridalaksana in [10] stated that also stated that vocabulary is "horde of words,

vocabulary of language, lexicon". Vocabulary means the words known and used, as a criterion of language ability, vocabulary is as a criterion of words used, words concept used, and accuracy in sentences used [11]. Beside, another definition Chaer in [12] stated that vocabulary is all words that consisted in a language. Based on some definitions from experts above it can be concluded that vocabulary is hordes of words used by particular person as a criterion of language ability. Moreover Burkhour in [13] explained that "...By improving student's vocabulary, their reading comprehension will increase as well". It means by improving the

B. Vocabulary Acquisition

One who has a good language ability is one who has a good vocabulary mastery. It is stated Tarigan in [14] who stated that the language quality depends on the quantity and the quality of one's vocabulary. It means that the more vocabulary one's mastery, bigger chance he get in language ability. Vocabulary mastery have impacted on the level of one's comprehension in understanding learning material. Hurlock in [15] stated that there are two kinds of vocabulary that should be mastered by elementary school students or children in the age of 6-13 years old. They are common vocabulary and specific vocabulary. Common vocabulary consists of the common words that used in daily conversation, such as verbs, nouns, adjectives, adverbs, and pronouns. Different with common vocabulary, specific vocabulary is particular words that consisted of particular things such as words about time, colour, money, secret words, popular words, invective words.

Purwo in [16] stated that the number of vocabulary mastered by a language user is : 1) 5 years old mastered 2000 words, 2) 7 years old mastered 7000 words, 3) 14 years old mastered 14.000 words, 4) 17 years old mastered 15.000 words, 5) 19 years old mastered 600.000 words. It is same with Biemiller in [17] who estimated that in the early childhood (5 years old) a child knows 3000 words at the average, and the student in the end of second grade knows 6000 words in average. Children in average add more 1000 key words each year in elementary school. Different with Purwo [16] and Biemiller in [17], some experts gave their argumentation as follows: 1) it is reported that a child learns five to nine new words every day Berk in [18] it is hoped that a five-years-old child masters 3000-5000 words Locke in [19] it improved for about 8.400 words in the age of 11 [20].

From the result of the analyzing of the experts' argumentations above it can be concluded that the vocabulary should be mastered by the elementary school students in third grade is about ± 7.520 words. But the research which is done John in [21] stated that there were a number of students who enter elementary school without having much vocabulary.

Good vocabulary mastery is needed. It is because the richest vocabulary someone's have, the easiest someone in conveying and receiving information. Roulstone, *et al.* in [22] identified that the knowledge of vocabulary is important and have an effect toward academic literacy. Moreover the vocabulary mastery can be a criterion of someone's perspicacity. It is in line with Clegg and Ginsborg in [23] who stated that vocabulary mastery is as a strong indicator of academic improvement and it is important to be success in school and out of school.

In an article written by Jalongo and Sobolak in [24], the result of their research showed that the students who have rich vocabulary have a positive effect towards their reading ability. It is proved by the test result score. Therefore students who have more vocabulary will master the learning given. Vocabulary and reading ability or reading comprehension has a relationship while someone read a text. It is in line with [23] who said that vocabulary mastery has an important role toward reading ability. Zhang in [7] gave a strong affirmation by stated that a part of students' failure in reading is caused by „deficit“ language he had, for example low vocabulary mastery. Thus there are a relationship between reading ability and vocabulary mastery. From the argumentation above it is clear that vocabulary has an important role not only in reading ability but also in reading comprehension and even academic achievement as well. The improvement of the students' vocabulary is very important. In a research, Jalongo and Sobolak in [24] stated that to improve the students' vocabulary development, it can be used a prove-based strategy to teach vocabulary. The students need to be actively involved in developing the vocabulary if they want to know new words and start to comprehend the different meaning and nuance. Therefore there is need an effort to improve the vocabulary mastery by using those various strategies because the vocabulary development effects the academic achievement which can be in the form of reading ability and reading comprehension as stated by previous experts above.

There are some factors that effects the students' vocabulary mastery as stated Carrier in [25] his research which stated that the social economic status, language learning, teacher's vocabulary, instructional strategies, and learning incapacity become an influence factor in students' vocabulary mastery. Different with [27] in his research found that the results of analysis showed that the education from mother is the only one variable to predict the children's vocabulary development in the beginning year. But, the conversation which is led by the teacher, peer talk, in the environment is predicted to improve the children's' vocabulary at the age of 5. It is in line with Rydland, *et al.* in [26] stated that house input that influence the vocabulary mastery may has a great influenced toward vocabulary. From those opinions above it can be concluded that the factors that influence the vocabulary mastery are education from mother, social economic status, language learning, teacher's vocabulary, instructional strategies, learning incapacity and environment.

C. Vocabulary Development

Vocabulary development is one's ability in developing or elaborating the use of his vocabulary so he can put the words in correct sentences. Locke in [19] reported that there are many factors to enrich his vocabulary in communicative environment, such as supplying many kinds of books and toys to encourage speaking, playing, reading, visiting library and keeping the time to watch television as minimum time as possible, have a great improvement in students' achievement in future rather than students' talent, aptitude, and pre-school supplying quality. Those ways can develop students' vocabulary mastery.

There is some vocabulary development according to some experts. One of them is Hurlock as in [15]. He stated that there are three vocabulary development, they are antonym,

synonym, and homonym. In this research, the researcher only focus antonym and synonym vocabulary development. It is based on grade and kinds of school. As it will be explained in next sub about important things to test vocabulary.

D. Reading Ability

Reading ability is a skill owned by someone to produce a sound from reading symbols. Reading ability is one of language skills. Those skills are listening, speaking, writing and reading skill. Those fourth aspects are written in Bahasa Indonesia instruction in every level of grade. Anggiat dan Hadiati [27] defined “an ability as a basic of a person to do something effectively”. Every living thing must has a various ability. That ability is influenced by some factors such as physic condition, perspicacity, strength, attitude, and aptitude. Without those factors, someone cannot do it well. Dieu in [28] stated that reading is an activity between the reader and the text to create a meaning. According to Cekiso in [29] reading is a process to solve the complex problem which the reader try to comprehend the text not only from words and sentences but also from idea and knowledge that occurs in the words and sentences. It is in line with Harjasujana in [30] who stated that reading is an activity to respond written symbols with the correct meaning. According to Browne in [31], reading is an active and complex process which draws on the application of a number of skills and knowledge about language and print. Wassid and Sunendar in [32] stated that reading is an activity to get a meaning from written text, thus someone not only need to master the language used but also need to activate every mental process in his cognitive system. Therefore, the reading process is an ability to combine the language ability and the cognitive systems. Basically, reading is a complex activity. It can be said complex because reading involved many aspects such as physic, background knowledge, and activity to think and feel.

From the definitions above, it can be concluded that the reading ability is related to doing a work effectively between the reader and the text to respond written symbols to get explicit or implicit information.

Level of Reading Ability. Reading has some degree or levels to be mastered based on age or education degrees. Stage theory is usually used to describe the process of alphabet development. Even though the number of level in reading ability is different in each theory. Chall in [8] stated that the reading development draw how reading developed in whole live. According to Chall in [8], pre-reading or stage 0 (newly born to 6 years old or before first grade students) refer to alphabet which appear in written text, learn grapheme, memorize alphabet, and sign in environment. Expansion Stage or Stage 1 (6 to 7 years old; first grade and the beginning of second grade students) including elaboration on correspondence letter and the use of alphabet. The next stage is confirmation and fluency or Stage 2 (7 to 9 years old, second and third grade students). It is included fluency and accuracy. In this stage a child uses context and semantic knowledge decoding ability to identify foreign words and to get accuracy and fluency.

Phonologies awareness can predict reading fluency in this stage. Stage 3 (10-12 years old) combine the transition between learning to read and read to learn. In this stage, the students can use reading as a tool to learn a new information. According to Chall in [8], the words, meaning, and knowledge

in stage 3 is more important. Vocabulary become predictive in stage 3. Stage 4 (14-18 years old) draw that students' reading skill as an ability to read and comprehend the complex information. A complex language skill is needed to learn the learning material. Stage 5 or construction and reconstruction (university degree or higher) draw a reading ability achievement for adult. The ability to master the fifth degrees is depend on individual factor and environment factor, including education, home, and society [8].

Based on theory conveyed Chall in [8], in this research the students were in confirmation and fluency stage, or stage 2 (7-9 years old, second and third grade students). The students is demanded to be able to read fluently and to have a good accuracy in reading text. There are some indicators and important things to evaluate students' reading ability. They are: (1) Fluency in reading text, (2) intonation accuracy, (3) pronunciation, and (4) sound clarity.

Therefore, from the expert opinion above it was developed a development criterion from those indicator. It is as follow, Fluency in reading text : able to read the whole text in well criterion, able to read half of the text in good criterion, able to read a quarter of the text with correct intonation in enough criterion, and cannot read a text with appropriate intonation and the criterion is need a guidance. Intonation accuracy: read a whole text with best intonation and have best criterion, read half of the text by using correct intonation and good criterion, read a quarter of the text with correct intonation and enough criterion, read the text without correct intonation and the criterion is need a guidance. Pronunciation: students able to pronounce the text clearly (based on the text) it has best criterion, students able to pronounce the text clearly and has good criterion, students pronounce the text without clear pronunciation (mumble and unclear) and the criterion is enough, the students read the text mumble and need a guidance. Sound clarity: the sound is clear with best criterion, the sound is clear with good criterion, the sound is heard but unclear and has enough criterion, the sound is voiceless and the criterion is need a guidance.

Learning Reading in Third grade Elementary School. Learning reading has given in second semester to second grade students. But it was different with third grade in the length of the text. In third grade students, the text given is about 20-30 sentences [33]. Besides the length of the text, the difficulty level of text used need to improve. Choose correct text that can broaden the students' knowledge.

Erickson, *et al.* in [34] stated in her research that in the reading development, the students demanded to master decoding skill in the end of the third grade and shift to reading to get meaning. Students in the next level start to get more courses that need fluency in reading ability [35]. The learning source in the third grade can be taken from students' text book, text made by teacher, or text taken from newspaper, internet or appropriate magazine and based on the students [29]. According to Lee, *et al.* in [36], the test used must be based on the students capability. But sometime it is not happen, it make the students frustrated, feel difficult, and as the effect the student do not like reading activity. Therefore this research used text from third grade text book which published by *Departemen Pendidikan Nasional*. The title of the text used in this research is "Kejutan dari Bu Asti". The

length of the text is 26 sentences based on curriculum in the third grade in elementary school.

V. CONCLUSION

This paper has presented the relationship between vocabulary and reading ability in 3rd grade elementary school students. The results showed that there is a positive relationship between vocabulary mastery and students' reading ability in third grade elementary school with a result of 0.887 place which mean has a very Strong Correlation Coordinator.

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