VOCABULARY CORRELATION WITH ABILITY READING IN THE 3RD GRADE ELEMENTARY SCHOOL CLASS

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Abstract

This study aims to determine the relationship of mastery of vocabulary with the ability to read in grade III primary school. This research uses quantitative approach with research type. The population in this study were all students of class III located in sub district Ulee Kareng Banda Aceh academic year 2017/2018, which is 340. The sample in this study was 172 people of grade 3 using random sampling technique. Data collection in this study using tests and nontes. This test is a question and non-test using behavior. Data analysis technique in this research use inferential statistic with normality and linearity test. The result of this research is there is a positive relationship between vocabulary mastery with students' reading ability in class III elementary school with result 0, 887 place. Very Strong Correlation Coordinatior.

**Keywords**: Vocabulary mastery, reading comprehension and reading comprehension

1. Introduction

Education is something things that matter in life and already be needs principal for human in order change self to towards a more good . Change could form change attitude , knowledge as well kemam puan and skill . In Constitution system education No. mor 20 of 2003 concerning Sisdiknas in article 1 is mentioned that education is business be aware and planned for realize atmosphere learn in the learning process so that participants educate on active develop potency himself for have religious spiritual power , control self , personality , intelligence , morals Precious necessary himself , society , nation , and State. By because that education holding on role important   for participants educate whole world meant Indonesia.

Indonesia has quality education is still low if compared to other Countries. Hi this te rbukti from some results research or studies conducted international by   some para researchers . Among them studies conducted by *Program* *for International Student* *Assessment* (PISA) in 2012. PISA shows that ability read how many Indonesian students on ranked 64th out of 65 countries in the world with average score of 396 [OECD, 2013]. Research conducted by PISA shows that Indonesia occupied rank second Lowest of Countries that do research by PISA. It is reinforced with research conducted by research *Progress of* *International* *Reading Literacy Study* (PIRLS) in 2011 put position read Indonesian students are located on 41st position of 45 countries [Balitbang Kemendikbud , 2013]. Indonesia too located on rank four Lowest from the State that was carried out research by PIRLS.

Many things that can give influence unlimited ap success education pese avg educated , wrong only depends on ability read . Read is the activities carried out someone for earn information [Zuchdi, 2008: 219]. Read make someone   get knowledge or information then increasingly many read increasingly many knowledge or information that we are get it . Same with that said Slamett [2008] that benefit read is could add science knowledge . Research more Further done by Lukhele [2013: 2] shows that read on extensive no only have effect positive on ability read but too positive uh berpengar to achievement academic . B ome description para Experts on top then get it defined that read be something activity that is important to get many information and knowledge . Read could deliver we to something that is n't we know previous be know with read even read too could influence achievement academic .

Results *Assessment* Read Student Class Early *(Early Grade Reading Assessment* (Egra)) conducted at 4,232 participants educate class three in school basic and Islamic elementary schools in 23 districts in seven province USAID PRIORITAS partners , show that participants educate class three fluent in read alphabet and read the words however have obstacles or difficulty in read text and understand content . H acil research the visible that at the level national too ability read children not yet reach category standard education is expected.

Lack of mastery vocabulary could make ability read someone only limited read however no could understand content from reading the . Skills read is skills important in support the learning process students . Students who are less proficient read will need a long time when read compared students who are proficient or smoothly . Need a long time when read word perkata will result   diminished ability student in remember and understand reading long. The reality is happening in the environment many community in this era that is not likes read . It's could affected by lack of interest / habituation read since early even though in Theory *Matthew* *Effects* say that increasingly the height ability reading in class early then increasingly also high ability in get information [USAID, 2015]. It is prove that participants educate who has ability low reading on class early will result delays or an increasing failure severe in get information for stages next and prove children sluggish read on class early will experience an increasing failure severe on classes next .

The same thing happen on School Base located in the district Ulee Kareng Banda Aceh. Ability read participants students are housed stay and the same school ideally have ability and understand reading read the same . But in fact , results observation beginning in the field show that participants students are housed stay and schools in the sub-district Ulee Kareng Banda Aceh, owns different abilities in read . Participants educate could read reading in text however no could replied questions that are given related with reading that is read , this means could it says no able understand content from reading . It is because of seba gian big participants educate use language area in communicate with environment so take effect to mastery vocabulary owned Indonesian language participants educate on text reading Indonesian language . Habit use language area moment communicate will make limited mastery vocabulary in Indonesian language makes   mastery vocabulary Indonesi a low language while education government or curriculum and all teaching materials found in schools use Indonesian language . It is impact on participants educate feel foreign with words on text they read moment read use Indonesian language due get used to it use language area and cause participants educate only could read without knowing or understand content from reading the . as theory says by Zhang (2010: 457) he say that part of it failure participants educate for read because of by 'deficit "language that has, for example, mastery vocabulary they have no adequate read . It is make participants educate lazy for read and impact on weakening ability read participants educate .

Mastery vocabulary low will make student read the words on Indonesian like read words that don't meaningful . Participants students who have already proficient untk memb aca, they only read seba gian big alphabet his perceived and already could predict the word that will read it and need a relatively a little . Different with participants students who don't smoothly or proficient read . They need accuracy to alphabet perhuruf that in reading and participants educate focus for read without care about aim read that actually . So that participants educate will experience difficulty in capture meaningfulness from something reading . Class early have role important in success a participants educate for get information and too take effect to ability academic . Remembering of the above then author try do research on existing schools in the district Ulee Kareng the city of Banda Aceh. Research this do on class early that is on class III School Basic , because on class this already there character read and they too prosecuted for understand reading them read . Corresponding with what is being said by Call [1983] that on class the already on stage confirmation and smooth , no only limited introduction alphabet and launch reading as on classes early I and II School Base .

By because that need do research concerned relationship mastery vocabulary to ability reading in class III. The ability of the intended on research this is accuracy the mention perkata with correct and intonation corresponding use Indonesian when student read something late text diberik corresponding specified time. Similarly, in test mastery vocabulary that will developed similar with the word contained on text however on context a different sentence.

1. Method

This research will be conducted at the elementary school level. The research will be conducted from February to March 2018. The popolation in this study is all third grade students located in Ulee Kareng Subdistrict, Banda Aceh 2017/2018 Teaching Year, which is a total of 340. From all third grade students in the population, the number of respondents sampled as many as 172. Determination of the number of samples from population 340 is 172.  
 This research is a quantitative research with kind of correlation research, because this research measure the relationship between two variables or more from influence of influence or material. Correlation studies were measured using statistical procedures. Correlation research is a research that will look at the relationship between independent veriabel with the dependent variable equal to the research that will be carried out by this research. This study wanted to see the relationship between each variable, not made treatment / manipulation of variables, but only states based on facts that exist within the respondent.  
Data collection techniques used to collect data in this study are tests and nontes. This test is in the form of a question while nontes uses an observation sheet.  
Retrieval of vocabulary mastery data (X) 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. While to assess students' reading ability (Y) using non-test data collection techniques, observation sheets are used to assess with rubric 5 when students read. Kegitan when taking data assisted by several teams who work as elementary school teachers are considered in accordance with the criteria and can facilitate when retrieving data.  
The instruments used in this study are test and non-test sheets. Tests are questions or exercises that are used to measure skills, knowledge possessed by individuals or groups. Test function in general, as a measure of the ability of students. In this study the test measures measuring vocabulary mastery. While the non-test in this study is an observation sheet used to measure students' reading ability.  
This data analysis is an activity carried out after the data from all respondents or other data sources are 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 nomality and linearity tests. The hypothesis is by using the *product* moment correlation.

**3.Results**

Result of influence backward using product moment formula to variable X and Y can be seen through table as follows:

|  |  |  |  |
| --- | --- | --- | --- |
| **Variabel** | **X** | **R table** | **Keterangan** |
| Y | 0,887 | 0,05 | There is a significant relationship |

Figure 1. Hypothesis Test Results

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 α = 5% and sample contribution (N) 172 obtained rtabel = 0,05. The magnitude of rhitung 0,887> rtabel 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.

1. Discussion

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. The ability to read 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 sejumla ± 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 rtabel equal to = 0,05, because the amount of rhitung 0,887> rtabel 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 the ability to read 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.

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1. References

**Vocabulary**

Vocabulary is a collection of words that are owned or mastered in a person. According to Richard [1993 : 307] the vocabulary is *"a set of lexemes, including single words and idioms".* Kridalaksana [2008: 137] also said that vocabulary is "a collection of words, vocabulary, lexicon". Vocabulary means wealth or treasury that is used, as a measure of language skills, vocabulary is a standard used in vocabulary, insight into the words used, and accuracy in the use of sentences [Subana, 2000: 252]. In addition, another opinion said by Chaer [2007: 6] vocabulary is all words contained in a language.

From some of the opinions of the experts above, it can be concluded that vocabulary is all collections of vocabulary used by someone as a benchmark or to measure the activities of language skills. More in Burkhour [2009: 2] explains that "... *By improving student's vocabulary, Reviews their reading* *comprehension will increase of as well"* is meant to improve the students' vocabulary Traffic reading and understanding them will increase as well.

**Earned Vocabulary:** Someone who has good language skills is those who have good vocabulary mastery. As stated by Tarigan [2008: 23] revealed that the quality of language clearly depends on the quantity and quality of a person's vocabulary. This means that the more vocabulary we have or have the more likely we are skilled in language. Vocabulary mastery affects the level of one's understanding when understanding learning material.   Hurlock [2009: 153] suggests a vocabulary that should be controlled by children aged 6-13 years or elementary students there are two types, namely the general vocabulary and a special vocabulary. Common vocabulary, including common words used by humans to communicate, namely verbs, nouns, adjectives, adverbs, words of coupling or pronouns. Unlike the general vocabulary, special vocabulary is a special word that covers certain things like time vocabulary, color, money, secret vocabulary, popular vocabulary, and vocabulary.

Purwo [2009] estimated the number of vocabulary that is owned or controlled by the speakers are: 1) In the u mur 5 year master 2000 words, 2) u nut 7 year master 7000 words, 3) age 14 mastered 14,000 words. 4) age 17 years mastering 15.0 00 words, 5) age of 19 years mastering 600,000 words. Similarly, Andrew [2015: 1] estimates that at the beginning of kindergarten (5 years) the average child may know about 3,000 words, or the end of grade 2 is around 6000 words root. Children add an average of 1000 keywords per year during elementary school .

Disagree with Purwo and Andrew some experts expressed their opinions as follows: 1) Small children reported learning between five and nine new words every day [Berk, 2003], 2) expected vocabulary between 3000-5000 words at the age of 5 years [Locke, 2006], and 3 ) increased to around 8,400 at the age of 11 [Biemiller et al. 2001**].**

The results of the analysis of the opinions of these experts can be concluded that the vocabulary that should be mastered by elementary school children is ± 7,520 words that must be owned by elementary school students of class III . But research by John [2014: 1] shows that large numbers of children enter primary school with insufficient vocabulary knowledge .

According to the Ministry of Education and Culture [1994 vocabulary mastery for class III in accordance with this study they must master class I, II , and III vocabulary.

The third grade elementary school students at least master the vocabulary and thus the instrument used in this study certainly refers to and uses some of the vocabulary contained in the curriculum. The above vocabulary is quoted from the vocabulary list in the 1994 curriculum because throughout the research or preparation of this study did not find a list of boxes that must be mastered by third grade elementary school students and only in the 1994 curriculum is the vocabulary list described in detail. So that this study still uses a list of vocabulary contained in the 1994 curriculum.

Rich vocabulary mastery is needed . H al is because richer vocabulary pe nguasaan someone the easier it is such a person to convey information and receive information. Roessingh [2016: 3] identifies vocabulary knowledge as an important ingredient that influences academic literacy. Even the use of vocabulary can be a measure of the person's intelligence.   It's enada with what was said Clegg [2006] that vocabulary knowledge is a strong indicator of progress demik and essential to all successful in school and in the world outside of school. In an article by Monzadeh and Moslehpor [2012: 10-15] they say that: *1)             The test scores on vocabulary breadth, vovabulary depth and reading comprehension are positively correlated and Vocabulary breadth was a stronger predictor of reading comprehension that depth of vocabulary knowledge for the participants of the present study.*

The results of the research they got were students who were rich in vocabulary that had a positive effect on the reading ability and reading comprehension of the person, this was indicated by the score of the results of the tests they did. So that students who have more vocabulary will master the learning given. vocabulary with the ability to read and understand has a relationship to a person when reading the reading as said by Jackson, et al. [2014] that vocabulary knowledge plays an important role in reading comprehension and academic achievement. This is confirmed by Zhang [2010: 457], he said that some of the failures of students to read were due to the language 'deficits' they had, for example their vocabulary mastery was inadequate reading. So that there is a relationship of someone who read with the mastery of vocabulary he had. It is clear from the results of the above opinion that vocabulary takes an important role both in terms of reading ability, understanding even one's academic achievement.

It is important to improve vocabulary mastery for students. D nature of a pen elitian, Jalongo [2011: 1] revealed that to improve Indonesia Economic p vocabulary of all learners by implementing evidence-based strategies for teaching vocabulary. Learners need to be actively involved in the vocabulary development if they want to remember new words and begin to understandthe meaning of diverse and nuanced words. So it is necessary to attempt to improve the ability of vocabulary with various strategies because the vocabulary can affect the ability of academic ability that is in the form of the ability to read and understand the reading as the experts say .

There are several factors that influence the vocabulary knowledge of students as in katakana by Carrier [2013] in his research that the socio-economic status, language lessons, vocabulary teacher, instructional strategies, learning disabilities, science literacy makes factors that mepengaruhi knowledge or perke m ment student vocabulary. In contrast to Rydland's opinion, et al. [2013] in their research they found that the results of the analysis showed that maternal education was the only variable predicting the development of children's vocabulary during the basic years. However, talks led by the teacher, *peer talk* , and environment predicted children's vocabulary skills at the age of five, and this difference occurred maintained until the age of ten. Just as Rydland says , et al. [2013 : 10] that home input factors that affect vocabulary mastery and maintenance may have a greater influence on vocabulary knowledge. From some of the opinions of the experts above it can be concluded that those affecting vocabulary mastery include maternal education, social economic status, language learning, vocabulary used by teachers, instructional strategies, learning disabilities as well as the environment are important factors in vocabulary mastery.

**Vocabulary development:** Vocabulary development is the ability of a person to develop or expand the usefulness of a vocabulary that he has so that he can place the vocabulary in certain sentences according to the desires to be conveyed or heard when drawing conclusions or the meaning of words.   Roulstone et al. [2011] reported that various factors in a child's communicative environment to enrich his vocabulary, such as providing various books and toys encouraging talking, playing and reading, visiting libraries and preschool groups and keeping the TV to a minimum, had more influence on future achievements than abilities innate, material attitude or quality of pre and school provision. This method can develop vocabulary mastery of students.

There are several vocabulary developments according to experts including T arigan [2015: 68] saying there are three vocabulary developments consisting of antonyms, synonyms, homonyms. Antonyms are two words that have the opposite meaning or meaning between one word and an opponent, he said. Chaer [2011: 390] reveals that an t Onim are two words that are considered to have the opposite meaning. It is said to be regarded as opposed to two very relative anonymous words, because there are absolute opposites and some are not absolutely opposite. Tarigan [2015: 68] explains in more detail by separating the word antonym which comes from the word anti or ant which means the opponent and onim or onuma which means the name of the word that contains opposite or opposite words . Based on the opinions of the experts above it can be concluded that the antonym is the opposite word .

Synonyms are equality of meanings in a word. As expressed by Keraf [1984: 131] that synonym is a word whose shape is different but has the same meaning . The meaning of the same meaning here is not absolutely applicable, this is because in everyday use there are no two words that have the same meaning. The same thing is expressed by Tarigan [2015: 68] according to him synonyms are words that hold the same meaning, but differ in word values. Analyzing synonyms is a very effective approach to studying vocabulary. In short, from the explanation of the experts above, the writer concluded that synonym is a similar meaning or meaning of a word.

Homonym is the same word form but has a different meaning. It is Like the opinion of Keraf [1984: 131] which says that homonyms are words that have the same form but different. Meanwhile, according to Rosdiana [2008: 4] the word homonym comes from the ancient Greek word *onoma* which means the word and *homos* which means the same . In homo nim language means the same words of pronunciation and spelling, but different meanings.

expert opinion, it can be concluded that the homonym is a word that has the shape and sound the same but have different meanings. In this study, researchers focused on developing vocabulary on antonyms and synonyms. It is based on the level and type of school h. Like the discussion described in the next sub section about the things that need to be considered in testing vocabulary .

**to be considered in testing vocabulary:** In doing vocabulary tests there are some that must be considered. As stated by Nurgiantoro [2014: 338-342] that there are several things that must be considered in making vocabulary tests namely vocabulary test material ( school level and type , vocabulary difficulty level , passive and active vocabulary , general vocabulary , special and expressions).

Testing vocabulary according to Tarigan [2015: 23] there are four ways or techniques, namely: identification, multiple choice, matching, checking. However, in vocabulary testing in primary schools, especially in low classes, multiple-choice techniques can be used and arranged. Because at this stage the child can only choose things that are kongri t.

From the description of this section can be concluded that in this study, in use about the form of multiple choice m enguji vocabulary learners with the following indicators: Knowledge of opposites / antonyms, p What Knowledge about the synonym / synonyms, insights about words . The vocabulary used is limited to reading material that is in accordance with the applicable curriculum. The vocabulary mastery used is only limited to the vocabulary around students in accordance with the curriculum.

**Reading Ability**

**Understanding of reading ability**

**Understanding ability Reading:** The ability to read is the skill that a person has to produce a sound from the reading symbols. The ability to read is one of the language skills , the skills are listening, speaking, writing, and reading. The four aspects of language learning indone listed in it at every level. Dieu [2015: 481] said that reading is an activity between the reader and the text to create meaning. Cekiso [2017: 2] Reading is a complex problem-solving process that the reader works to understand text not only from words and sentences on the page but also from ideas , memories and knowledge generated by words and sentences. The same thing is also put forward by Harjasujana [2006 : 65] which states that reading is an activity to respond to written symbols using the right understanding. According to Browne [2009: 25] that " *reading is an active and complex process which draws on the application of a number of skills and knowledge about language and print* ". Reading is an activity to get the meaning of what is written in the text, so that in addition to needing to master the language used, a reader needs to also activate various mental processes in the cognition system [Wassid, 2011 : 246].

So that the reading process is the ability to combine the ability to understand language and cognitive systems. Reading is basically a fairly complex activity. Can be called complex because reading involves various aspects both physical, mental, provision of experience and knowledge as well as activities of thinking and feeling.

**Level of reading ability:** Reading has a level or stages that must be mastered for the development of reading ability both in accordance with age and level of education. Stage theorists are usually used to describe the process of literacy development, although it takes the number of stages required to achieve different reading abilities according to his theory. The Chall Stage [1983] The development of reading illustrates how the reading evolved the life span. According to Chall, pre-reading or Stage 0 (births to 6 years and before first grade), referring to the emerging Literacy where students are exposed to print, learning graphemes, and memorizing labels and marks in the decomposition, or Stage 1 6 to 7 years, first grade and early second grade), including the development of sound correspondence letters and the use of the alphabet principle. The next stage, confirmation and fluency, or Phase 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. Phonological awareness can predict the fluency of reading in this stage. New learning, or Stage 3 ( age 10-12 years), combining the transition from learning to reading , reading to learning. At this stage, students can use reading as a tool to learn new information. According to Chall, the growing importance of prior meanings and knowledge in Phase 3. Vocabulary can be predictive of reading in Phase 3. Some points of view, or Stage 4 ( ages 14-18 years), describe the purification of students' reading skills as students become able to read and understand the complex of information. Complex language skills are needed for the skills below. stand several points of view and increase the depth of the material. The whole language can predict reading in Stage 4. The last, construction and reconstruction, or Stage 5 (college and beyond), illustrates the attainment of adult literacy. The ability to master these five stages of literacy development depends on individual and environmental factors, including education, home, and community influence. [Chall, 1987].

In this study, according to the theory Chall said that the learner is in the stage of confirmation and fluency, or Phase 2 ( age 7-9 years, second and third grade), students are required to have been able to involve the smoothness and speed of a text.

**Types of Reading:** Various kinds of reading to do the readers when they want to read a text or reading, one of which is to read the beginning without the book, meaning a person does not use while reading a book, but the use of other media. This is different from reading the beginning by using a book, meaning someone when reading already using a book. According to Supriyadi [1992: 127] at the beginning of reading there is one type of reading, namely technical reading (loud reading). In Primary School the type of reading by way of filtering or voicing what is read mostly or even fully done in class I and II, whereas in the higher class the frequency of reading technical activities is reduced because in high class priority aspect of understanding. As for understanding skills, the most appropriate is to read silently which can also be divided into: 1) Extensive reading, which includes: reading surveys, reading briefly, and reading superficially; 2) intensive reading, which can be divided into: reading the study of content and reading language studies. In this study used types of research read the review of the contents because the research was conducted in the third class where the class, according to the Ministry of Education Nasional [2009] in this class is the transition between the read beginning to advanced reading that is still used types of reading aloud, but combined with a boa ca intensive study of reading the contents. Read content studies which include: 1) careful reading, 2) reading comprehension, 3) critical reading, and 4) reading ideas.

**Efforts to Increase Reading Speed:** One of the obstacles for students in terms of reading is even though they could mem read but reading is substandard. In this case, the principle is that the teacher must be balanced both in his position as a companion of students and in developing students' skills in reading comprehension. It is important to note that the focus is not on developing students' speed in reading, but on the smooth reading. Leppanen [2014: 75] said that at a certain age children to learn reading skills or beyond the level of learning skills require training that is far more important than reading needed to acquire basic skills. A person is said to read fluently if he is able to read 200 words per minute with at least 70% comprehending the reading [Anderson, 2004 : 76]. According Tarigan [2008: 14-15 to improve reading skills include: (1) teachers can help students enrich the vocabulary; (2) teachers can help students to understand the meaning of word structures and sentences; (3) the teacher can provide and explain areas or figurative notions, innuendo, expressions, proverbs, proverbs, etc. in the local language or mother tongue of students; (4) the teacher can guarantee and ensure the understanding of students in various ways, such as asking questions, making summaries, and looking for basic ideas; (5) the teacher can increase the reading speed of the reader by: reading silently that speed is always increased. Daniels [2011: 2] Says Effective classroom teachers know that they need to create a stimulating learning environment to ensure students learn the curriculum and achieve academically. This is related to what was said by Dweck [2002] When they tried harder, they achieved more. Those who are meant by Dweck are students and simply put motivation is important. But there are some tricks to do when learners experience frustration or boredom as claimed by Liang [2014: 1] jika learner frustrated while reading some form of encouragement or adaptive stimulation should be introduced in the Saar. In addition, the use of appropriate methods in reading will increase the speed and understanding of reading.

**Reading in Class III Primary School:** Learning to read aloud texts has been given in II class semester two. But the difference in class III is on the length of text used in class III is 20-30 sentences ( Ministry of National Education, 2009 ) . In addition to the length of the text, the type of text used needs to be further enhanced in difficulty. Choose text that can broaden students' horizons. Janna (2015: 4) says in her research that the development of reading, students are expected to have mastered the skills of *decording* at the end of the third grade and turned to reading for meaning through middle grades. Students in the next class begin to receive more course work that requires reading skills smoothly and understanding material content [Carnine , 2010]. As for the learning resources in class III can be taken from student textbooks, texts made by the teacher or texts taken from newspapers , internet or magazines that match the level of student development (Ministry of National Education, 2009: 35]

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