THE USE OF AUTHENTIC READING MATERIALS TO IMPROVE FIRST YEAR STUDENTS' VOCABULARY AT SMPN 2 SURABAYA

THESIS

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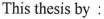
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ABSTRACT

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Title   : The Use of Authentic Reading Materials to Improve First Year Students' Vocabulary at SMPN 2 Surabaya

Vocabulary is the important language component in learning English. Students who are rich in vocabulary will be able to develop the 4 language skills as reading, writing, listening, and speaking. On the contrary, students who are poor in vocabulary will have difficulty in developing those 4 skills. Unfortunately, vocabulary has become the most neglected area of learning schools. In addition, the way of learning vocabulary and the material used by the teachers are mostly monotonous and make the students get bored easily.

And in this paper is a report of a classroom action research conducted in a vocabulary class at the seventh grade. After finding the existing teaching learning process in the vocabulary class was not quite interesting and rewarding to the students, a new teaching plan was designed to motivate students in teaching learning and mastering vocabulary. The plan consists of some steps; opening the lesson, giving students the input knowledge before reading the text by eliciting and giving guided questions, distributing the copies of magazine article, explaining how to master the new words including part of speech, and the last distributing the copies of worksheet.

In this case, the implementation of extensive reading materials is intended to improve students' vocabulary mastery, especially in part of speech. Based on the data obtained from classroom observations, students' work, and students' response to questionnaire at the end of the research, the researcher and the teacher found that after implementation of extensive reading materials, students' vocabulary mastery was getting better and students could be motivated during the vocabulary class.

Key words: authentic reading materials, improve

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CHAPTER I

INTRODUCTION

A. Background of the Study

English is learned in Indonesia as the first foreign language. Since it plays an important role in an international communication, mastering English both written and spoken are absolutely needed, especially for Indonesians who live in a developing country. Besides, it is useful to follow the globalization era to become a modern nation.

Considering the importance of English in Indonesia, the government serves English as a compulsory subject for all education levels, from elementary school up to university level.[1] By the end of the school program, the government expects the students to improve their English competence, especially in communication as stated in the Content Standard 'Teaching English is targeted in order to students can reach functional level, that are to communicate orally and written to solve daily problems.[2] The targeted level that students should master is the language skills the reading, listening, speaking, and writing and language components like vocabulary, pronunciation, and grammar.

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[1] DEPDIKNAS 2006
[2] Standar Isi 2006

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Among those language skills and language components, vocabulary is the most important factor, because based on Fries, to enable themselves to communicate accurately and fluently, students need to learn the language practically, which means primarily learning to use the words of the language, that is vocabulary.[3] Vocabulary is the center of a language and the important component of any languages. In learning a language, one must know much about the vocabulary of that language. It can be said that vocabulary has an important role in building one's language skills. In teaching-learning process, vocabulary is the most important factor in developing the four language skills, like reading, listening, writing, and speaking. The more vocabulary the students have, the easier the students develop the sentences. It means that a learner who lacks of vocabulary will easily get stress because he faces difficulties in the learning process.

Nowadays, the willingness is to present vocabulary in text.[4] That statement means that learners can get vocabulary through reading a text. Vocabulary and reading are two thing closely related to each other. A student can not comprehend a reading text well if he does not know or understand vocabulary since vocabulary is one of the basic elements to build a reading text. Since reading is an activity to expand students' vocabulary, what the teacher can do is to give an opportunity and encouragement to the students in doing reading activity.

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[3] Didik Tri Utomo, *The Reading by Using Authentic Printed Media to the Third Year Students of SMP PGRI 13 Surabaya*, (Surabaya: Unpublished S-1 Thesis. UNESA, 2009)

[4] Scott Thornburry, *How to Teach Vocabulary*, (Singapore: Longman, 2002) page 53

By reading, students are expected to enlarge their knowledge and vocabulary in order that they can improve their other skills.

In the teaching of English in junior high school, vocabulary is commonly taught in combination with reading comprehension. Most English teachers at junior high school rarely give the students an extra reading material that is extensive reading and gives pleasure. That is why, students sometimes have less motivation to read. Another problem is that the students' English textbooks sometimes make the students get bored.

In order to motivate the students in reading and overcome the students' boredom, teachers have to make the students interested in the material of reading given. Teachers have to provide reading materials which have interesting topics, so that even without teacher guidance, they will get a great desire to read, comprehend, and even to know the meaning of every single word in the reading text. As Langan states that through reading a good deal, you will learn words by encountering them a number of times in a variety of sentences. Repeated exposure to a word in context will eventually make it a part of your working language[5]. It means that someone can not learn a language by learning isolated or individual words only, because in English the same words may have different meanings in different context. That is why the students need to study vocabulary in context. It also means that reading in various topics can help students in learning and

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[5] Langan, John, *English Skills with Readings, Sixth Edition*, (New York: Mc Graw. Hill, 2006), page. 521

expanding their vocabulary. So, from the reason above the writer tries to conduct a research about using authentic reading materials to improve vocabulary mastery.

The writer wants to study the use of authentic reading materials to maximize the vocabulary learning since it can help the students stimulate motivation for reading and give the easiest way of learning to students. Here, the writer wants to know the effectiveness of extensive reading materials in teaching vocabulary. Furthermore, in order to be able to achieve the objective, the writer has an opinion that giving magazine articles or newspaper as authentic reading material is much better way to help the junior high school students improve their vocabulary, and even their reading comprehension, and their reading interest. Yet, the best way to expand our knowledge of words is to read often and in varied content areas like in magazine articles or newspaper as extensive reading materials.

Hopefully, if the students enjoy their reading activity, it will increase their willingness to read the material and master the vocabulary within. Based on the consideration above, the writer is interest writing a research entitled "the use of authentic reading materials to improve First Year Students' Vocabulary at SMPN 2 Surabaya."

B. Statement of the Problem

1. How is the authentic reading implemented to teach vocabulary in SMPN 2 Surabaya?

2. What are the students' responses toward the use of authentic reading materials to teach vocabulary?

3. How is the students' vocabulary mastery after using authentic reading materials?

C. Purpose of the Study

1. To describe the implementation of authentic reading materials to teach student's vocabulary in SMPN 2 Surabaya

2. To know students' responses toward the use of authentic reading materials to teach vocabulary

3. To find out how well the students' vocabulary mastery after using authentic reading

D. Significance of the Study

1. For the students : the result of this research will be a benefit for student to improve their vocabulary mastery

2. For the teacher : the result of this research will be a contribution for teacher to use the strategy to enrich students' vocabulary mastery

3. For the writer : the result of this research will be beneficial for the writer to know how the way to improve vocabulary mastery

E. Scope and Limitation of The Study

1. In this study, the writer limits her study on the use of articles from magazine as extensive reading materials

2. The vocabulary teaching in this study is limited in the part of speech (noun, verb, and adjective)

3. In this case, the writer takes the first grade students of SMPN 2 Surabaya, especially 7G

F. Definition of Key Term

1. Authentic reading material:

   Reading materials that have a natural language used by native, contain practical vocabulary, not written for pedagogy purposes, and can encounter students in real life, for example: article from magazines

2. Vocabulary :

   Collected of words or phrases and a list of words in language text, that is used to communicate in particular context

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Vocabulary

According to Hornby, vocabulary is collection of words and a list of words in a language textbook, usually alphabetically arranged, explained, and defined. In addition, vocabulary is a total number of words that makes up a language and an important component of language.[6]

1. Definition of Vocabulary

Vocabulary has various definitions to be discussed. A linguist, Dupois, also defines vocabulary as a word of phrase, which labels the parts material to be learned which are necessary for students to use in talking and writing.[7] It means that vocabulary is regarded as one of the basic tools in achieving the goal of teaching learning process. Vocabulary is also an important component of language that involves words and meaning.

Thornbury adds that vocabulary or words include word families (affixation), word formation (compounding and conversion), multi-words units (lexical chunks), collocation, homonyms, (including homophone and

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[6] As. Hornby, *Oxford Advance Learner's Dictionary of Current English*, (England: Oxford University Press, 1980)

[7] MM. Dupois and Eunice N. Askov, *Content Area Reading and Individualized Approach*, (New Jersey: Prentice Hall Inc, 1982), page.159

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homograph), polysemes, synonym and antonym, hyponym, lexical field, as well as style and connotation[8]. From that statement, he concludes that vocabulary covers more than a single word or lexeme with a single meaning. It is indeed a more complex phenomenon since it shows several aspects associated with as follows:

- the same word can have a variety of forms,

- words can be added to, or combined to form new words,

- words can group together to form units that behave as if they were single word,

- one word many have a variety of overlapping meanings,

- different words may share similar meanings, or have opposite meanings,

- words can have the same or similar meaning, but be used in different affects.

2. The Importance of Vocabulary

The linguist, David Wilkins in Thornburry, summed up the importance of vocabulary learning that without grammar very little can be conveyed, but without vocabulary, nothing can be conveyed.[9] His view showed that if one spends most of the time studying grammar, his English will not improve very

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[8] Scott Thornburry, op.cit, page.01
[9] Ibid, page.13

much, but he will see most improvement if he learns more words and expressions. Students can say almost anything with words or vocabulary.

In learning English, students who lack of vocabulary will easily get stressed because they face difficulties in the learning process. This is supported by Greenwood that students who plan to read anything of substance in English may fail to leave the starting point because of not knowing two or three the crucial words in the sentences.[10] There is general agreement that the possession of a large number of vocabulary items is necessary to be successful in social, professional, and intellectual life. It is because vocabulary is the vehicle for thought, self expression, interpretation, and communication[11].

3. **Vocabulary acquisition**

Vocabulary acquisition is a process of acquiring language through context, not on it's solely appearance as Leech in Anggraeni states that words do not exist in isolation.[12] Acquisition can also be defined as a process of acquiring, which involves reasoning, perception, memory, and storage of words. It means that to acquire many words, it is impossible for students to look up the meaning of every word, it is impossible for students to look up the meaning of every word in the bilingual dictionary and then memorize them.

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[10] Gerry Abbot, John Greenwood, Douglas Mc Keating and Peter Wingrad, *The Teaching Englis as an International Language*, (London: Collin Glagsow, 1981), Page.107
[11] Dian Fitria Anggraeni, *Teaching Vocabulary through Folktails to The Second Year Students of SMPN 1 Bojonegoro*, (Surabaya: Unpublished S-1 Thesis. Unesa, 2005)
[12] ibid

Vocabulary acquisition does not depend exclusively on the bilingual dictionary. The meanings of many words are acquired by context, by their appearance in comprehensible message. It means that students must learn and recognize the words in context.

Memorizing some new words and their meaning without being related to context will not last for a long time. In order that the learning of vocabulary acquisition will not lose so quickly, the students have to learn the words from context related to area situation.

4. Types of Vocabulary

Lado states that there are two types of vocabulary, function words and content words. Function words are words that must be learned in connection with the use in the sentence and which are limited in number or some lexical units of words that are used to express grammatical function. They consist of interrogators, preposition, auxiliaries, determiners, coordinator, etc. and then the content or lexical words are words whose meaning is recorded in dictionary and often stated by means, definition, synonym, antonym, contextual explanation, and can be learned in small group around life situation. They consist of noun, verb, adverb, and adjective[13].

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[13] LindaTaylor, *Teaching and Learning Vocabulary*, (UK: Prentice Hall International, 1991)Page.115

5. Levels of Vocabulary

Based on its difficulty, vocabulary is divided into three levels; they are elementary, intermediate, and advanced vocabularies[14]. Elementary vocabulary contains words that are easy to learn. It usually consists of simple words which the students can see or touch, usually things around us, for example blackboard, book, pencil, teacher, table, etc, which are accustomed for students. The easiness to learn and memorize the words is also because of repletion which means that students see and touch and involve with those things many and many times.

Intermediate vocabulary contains vocabulary of normal difficulty. As suggested in teaching, it is best explained in contextual areas, such as food, clothing, work, shopping, arts, human body, education, government, etc. for example in education, the teacher can start from introducing factors in education like school and kind of it, the teachers, learners, etc. the use of proper media can help the students' understand the vocabulary better while the use of dictionary in this level is not urgently needed as long as the teacher can explain the meaning of vocabulary well.

The last level is advanced vocabulary. In this level, students will recognize vocabularies that are not of less familiar for them. Explaining them in context is still the best way to introduce the vocabulary. English dictionary is needed more in this level rather than in other levels.

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[14] Ibid, page.122

B. Reading

Greenwood states that reading may be defined as an attempt to get something from the writing such as information, ideas, knowledge, and enjoyment.[15] It implies that someone reads because he or she wants to get the message that the writer has expressed. That is why, reading is very important to achieve some purposes intended by the writer.

1. The Nature of Reading

There are some definitions of reading. Nunnan say that reading has been defined as the ability to recognize printed symbols and comprehend the reading text. It means that reading is the result of the interaction between perceptions of graphic symbols that represent language, its structure, and the most important is its vocabulary.

According to Abbot, reading is a silent and individual activity while the reader is reading comprehends the text. It means that the students can improve their reading skill by reading a lot; even though the teacher does not guide them in the process of reading activity. Reading is not a simple process in which the reader just reads and accepts s whatever is stated in the text, but also uses his mind to interpret the text. It can be concluded that reading is an activity that involves a thinking process to get knowledge and create new

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[15] Gerry Abbot, John Greenwood, Douglas Mc Keating and Peter Wingrad, op.cit, page.88

ideas through interpretation of the text. The ability to interpret the text is influenced by someone's ability to comprehend.[16]

2. Factors Influencing Reading Ability

There are some factors influencing students' reading ability as Anggraeni had mentioned as follows[17]:

1. language mastery

   Since reading materials play an important role in increasing students' reading ability, the teacher should select materials that are suitable for the level and the condition of the students. Reading materials should be appropriate to the students' comprehension and not be difficult for them.

2. vocabulary

   Vocabulary is the key to understand a reading material. If students find many words in reading materials that are difficult, the unknown words can not be guessed easily, they will soon change their attention to understand the text. Even though the students are allowed to open a dictionary, it is still so hard for students to comprehend the text.

3. motivation

   Whatever we think of teaching method used or the reason for language learning, the teachers and the students in this case have a number of things

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[16] ibid, page.78-81
[17] Dian Fitria Anggraeni, op.cit

on their side: they were motivated, they really wanted to learn and they have powerful reason for doing so including, of course, a fear of failure.[18] Motivation is some kind of internal drive, which pushes someone to do things in order to achieve something. As Brown points out, a cognitive view of motivation includes factors such as the need of exploration, activity, stimulation, new knowledge, and ego enhancement.[19]

3. Relation between Reading and Vocabulary

Reading and vocabulary are deeply connected. Vocabulary is one of the language components in learning English. Tornburry says that nowadays the tendency is to present vocabulary in text, include written text like reading materials.[20] It means that the students can expand their vocabulary through reading a text. Good reading comprehension depends on understanding the words we are reading. The more words we recognize and understand the text, the better our comprehension will be. From those, it can be seen that reading and vocabulary are two things that are difficult to be separated.

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[18] Jeremy Harmer, *the Practice of English Language Teaching, Third Edition*, (Pearson Education Limited, 2001), Page.51

[19] H. Douglas Brown, *Language Assesment. Principles and Classroom Practice*, (USA: Pearson Education Inc, 2004), page.160-166

[20] Scott Thornburry, op.cit, page.53

C. The Nature of Authentic Reading Material

Authentic reading material is reading material or reading text where no concessions are made to foreign speakers. It is normal, natural language used by native or component speaker of a language.[21] That is what the students encounter in real life if they come into contact with target language speakers, and because it is authentic, it is unlikely to be simplified as some textbook languages have a tendency to be. It is supported by Wallace that authentic materials have been defined as real-life texts, not written for pedagogic purpose.[22] They are therefore written for native speakers and contain real language. According to Peacok, authentic materials are the materials that have been produced to fulfill some social purpose in the language community.[23] It means that authentic material is a written language that has been produced in the course of communication, and not specifically written for purposes of language teaching.

Authentic materials enable learners to interact with the real language and content rather than the form. When choosing materials from the various sources, it is therefore worth taking into consideration that the aim should be to understand meaning and not form, especially when using literary texts with the emphasis being on what is being said and not necessarily on the literary form or stylistics. Nuttall gives three main criteria when choosing texts to be used in the classroom

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[21]Harmer, Jeremy,op.cit , page.205

[22] Wallace, C. *Reading* Oxford, O.U.P, (1992) page.145

[23] Peacock, M. *The Effect of Authentic Materials on the Motivation of EFL Learners in English Language Teaching Journal 51*, (1997) page.2

suitability of content, exploitability and readability. Suitability of content can be considered to be the most important of the three, in that the reading material should interest the students as well as be relevant to their needs. The texts should motivate as well as. Exploitability refers to how the text can be used to develop the students' competence as readers. A text that can not be exploited for teaching purposes has no use in the classroom. Just because it is in English does not mean that it can be useful. Readability is used to describe the combination of structural and lexical difficulty of a text, as well as referring to the amount of new vocabulary and any new grammatical forms present. It is important to assess the right level for the right students.

Variety and presentation also influence the choice of authentic materials. A reading course can be made more interesting if a variety of texts is used. Students very often find it very boring when dealing with only one subject area, as can be the case when dealing with English for Specific Purposes (ESP). One of the advantages of using texts dealing with the same subject area is that they use the same vocabulary, with the student having to make very little conscious effort to learn it. While on the contrary, the student becomes highly specialized in that particular area and not in others.

Other factors worth taking into consideration when choosing authentic material for the classroom can include whether the text challenges the students' intelligence without making unreasonable linguistic demands, does the language reflect written or spoken usage is the language in the text natural or has it been

distorted in order to try and include examples of a particular teaching point. It is also important that the text lends itself to being studied, can good questions be asked about it or tasks based on it created. Above all does the text make the student want to read for himself, tell himself something he doesn't know as well as introduce new and relevant ideas.

Authenticity can therefore be considered to be the interaction between the reader and the text and not just the text in itself. Reading is considered to be an ongoing interaction, going beyond the physical context of the text, looking for meaning as well as processing information. Goodman takes this even further claiming that reading is an essential interaction between language and thought. [24] Where the writer encodes his thoughts as language and the reader decodes the language into thought.

The sources of authentic materials that can be used in the classroom are infinite, but the most common are newspapers, magazines, and advertisements (TV programs, movies, songs and literature). Newspaper is a readable text even in the early stages of learning a foreign language. Hence, newspaper provides an enormous amount of text and information, but the teacher has to select the most appropriate material according to the students' knowledge and competency of the language learning. Magazine is paper covered periodical that is easily to read completed with the articles, stories, by various writers. Among the wide choices

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[24] Goodman, K *The Reading Process* in Carrel *Interactive Approaches to Second Language Reading* (Cambridge, C.U.P.1988) page.12

for the classroom are teenage magazines or ladies one. Advertisement is a public noticed in form of printed paper offering information or asking for goods, services, or subject of public interest, which can be easily found around us. In this study, the writer encourages students to read magazine articles that is interesting and can motivate them to learn vocabulary within. The writer chooses magazine because it generally contains a variety of articles. Students are given an authentic text, and they can learn the words from their reading.

1. The Use of Authentic Reading Materials in The Classroom

One of the main ideas of using authentic materials in the classroom is to expose the learner to as much real language as possible. Even if the classroom is not a real-life situation, authentic materials do have a very important place within it. It has been argued by Wallace that by taking a text out of its original context, it loses it authenticity:

Even if true, the learner is still exposed to real discourse and not the artificial language of course textbooks, which tend not to contain any incidental or improper examples. They also tend to reflect the current teaching trend. Authentic materials also give the reader the opportunity to gain real information and know what is going on in the world around them. More times than not, they have something to say, be it giving information, a review. They also produce a sense of achievement. Extracting real information from a real text in a new or different language can be extremely motivating, therefore increasing students' motivation

for learning by exposing them to real language. They also reflect the changes in language use, (again something that does not occur in textbooks, which become very dated, very quickly) as well as giving the learner the proof that the language is real and not only studied in the classroom, as Nuttal say that authentic texts can be motivating because they are proof that the language is used for real-life purposes by real people.[25]

The wide variety of different types of text means that it is easier to find something that will interest the learner and may even encourage further reading or reading for pleasure. One of the aims of authentic materials is to help the student react in the same way L1 speakers react in their first language (L1). The main advantages of using authentic materials in the classroom therefore include:

- having a positive effect on student motivation

- giving authentic cultural information

- exposing students to real language

- relating more closely to students' needs

- supporting a more creative approach to teaching

Authentic printed materials like magazine articles have much practical vocabulary that can help students to learn and expand their vocabulary. In order to help students in learning vocabulary through authentic reading materials, teachers

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[25] Nuttall, C. *Teaching Reading Skills in a foreign language (New Edition)*, (Heinemann : Oxford, 1996), page.172

should provide an authentic text such as magazine article that has rich of vocabulary as input.

Magazines commonly contain a variety of articles, generally financed by advertising, by a purchase price, by pre-paid magazine subscriptions, or all there. Magazine is also paper covered periodical that is easily to read completed with stories, by various writers. Among the wide choices for the classroom are teenage magazines or ladies one. Those are kinds of popular magazine. The several of topic in magazine articles are the important thing to arouse the students' interest in learning vocabulary through reading.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The research design of this research is classroom action research (CAR). As Arikunto states that classroom action research is an observation about activity which is expressly appeared and happened in a class.[25] The researcher used this research methodology because based on the preliminary observation, the researcher found the problem in the classroom that is the students had a difficulty in understanding vocabulary.

Based on that problem, the researcher applied authentic reading materials to improve the students' vocabulary mastery to solve this problem by doing repeated cycle until the problem could be solved. Here the researcher would use Kemmis and Mc Taggart's model of classroom action research to implement the research procedures, which are planning, acting, observing, and reflecting.

In this case, the researcher will collaborative with the teacher. As Arikunto states that someone who does the action is teacher, and the researcher as the observer.[26]

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[25] Arikunto, Suharsimi, *Prosedur Penelitian, Edisi revisi VI*, (Jakarta: Rineka Cipta, 2006), page. 91

[26] *Ibid*, page. 93

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B. Procedure of Research

To implement the procedure of research, the writer would use the model that illustrated by Kemmis and Mc Taggart as follow:

Picture 1

Preliminary study	⇒	Planning I
Observing I	⇐	Acting I
Reflecting I	⇒	Revised plan
Observing II	⇐	Acting II
Reflecting II	⇒	Revised plan
Observing III	⇐	Acting III
Reflecting III	⇒	Conclusion

Based on the design above, the process or research is explained below:

1. Preliminary study

A preliminary study was used to get the information about the model of teaching and learning English in SMPN 2 Surabaya, especially in

vocabulary teaching and learning. Moreover, the researcher could get the information of students' problem in learning English, especially in learning vocabulary.

In this preliminary study, firstly the researcher met with the headmaster of SMPN 2 Surabaya. She told him that she would make a research in this school. He was very welcomed, and then he asked the researcher to meet with the head of curriculum staff. And the next, after the researcher discussed with the head of curriculum staff, she accompanied the researcher to English teachers of fist grade. And then the researcher interviewed the teacher informally about the model of teaching and learning English, especially vocabulary teaching and learning. From that interview, the researcher found the problem that the first grade students have the problem in understanding vocabulary. So, the researcher offered authentic reading materials to improve students' vocabulary mastery, and the teacher agreed it.

2. Planning

In this stage, the researcher analyzes content standard and standard competency that will be taught to the students; prepare the lesson plan, teaching learning media, the material, instrument of the data, and the evaluation sheet.

3. Acting

This stage includes the procedure and the action would be done to implement the plan, and the improvement process that would be done.

4. Observing

This stage includes the procedure of data recording about the process and the result of implementation of action done. Observation is a way of gathering information about teaching.

5. Reflecting

Reflecting stage tell about analysis procedure with the result of observation and reflection about the process and the effect of improvement action done, and the criteria of the planning in the next cycle

➢ The Criteria of Success

The criteria of success are set up in order to judge whether the implementation of the action is effective or not. Therefore, it will be used to see whether the application of the use of authentic reading in improving students' vocabulary mastery is success or fail. There are three criteria used in the research to measure the success of the action. They are as follows:

a. The teacher has good performance in implementing authentic reading materials

b. The students are motivated and approximately 75 percent of their participate during the teaching learning process

c. More than or equal to 60 percent of the students' total score of vocabulary mastery is greater than or equal to 80

C. Subject of the Data

The subjects of this study are the students of SMPN 2 Surabaya. The writer specifies this research on the first year students, especially 7G. The writer chooses first year students because she thinks that they will be active when getting an interesting activity or attractive material. And the writer chooses authentic reading material because she thinks that the material is interest for student and can get their attention in learning process. Moreover, it can be supplementary materials for them besides the main materials from English curriculum.

D. Instrument of the Data

The instrument used in this study is vocabulary task, observation, and questionnaire.

1. Vocabulary task

    The tasks are used to find out the students' vocabulary before and after the implementation of authentic reading materials. There are form of worksheet and have three parts of questions, about the part of speech, word parts, and writing sentences.

2. Observation Checklist

    The observation checklist will be used to find out the teaching-learning process during the implementation of authentic reading materials in improving vocabulary mastery.

3. Video recorder

Video recorder used to find out the successful and the failure during the teaching learning process in implementing authentic reading materials to teach vocabulary.

4. Questionnaire

Questionnaire will be used to find out the students' responses toward learning vocabulary by using authentic reading materials.

E. Data Collection Technique

The data of this study are collected through observation, vocabulary task, and questionnaire.

1. Observation

The writer observes from the start of the teaching learning process until the end of the class, when article from magazine as authentic reading materials are used in teaching vocabulary. She observes the materials, the techniques that the teacher used, and the classroom activities through observation checklist and video recorder. In the classroom activities, she observes how the teacher led the class to study vocabulary through articles and how well the students master the materials, especially the new words.

2. Vocabulary tasks

Vocabulary tasks used to find information about the students vocabulary mastery after the implementation of authentic reading materials to

teach vocabulary. At this point, there are three pieces of students' worksheet since the implementation of authentic reading materials done in three meeting. In every meeting, students are asked to fill the worksheet. (See appendix VII, VIII, IX).

3. Questionnaire

The questionnaire used to get information about the students' responses toward the implementation of authentic reading to teach vocabulary. The writer uses close-end question in the questionnaire, the students were given some question with two alternative answers (yes/no), which had to be chosen by the students. And the questionnaires were given in the last meeting. (See appendix VII)

The indicators elaborated in the questionnaire were:

a. The students' opinion about learning vocabulary

b. The students' opinion about the technique

c. The students' opinion about the topic

d. The students' opinion about the material

e. The students' opinion about the vocabulary input

F. Data Analysis Technique

In this research, the writer used qualitative and quantitative manner. There are two things connected to quantitative data analysis, which are the results of a tasks and questionnaire. The results of tasks are analyzed to measure the students'

ability and mastery in vocabulary skill. To analyze this, the writer counts the

mean score. And the questionnaire distributed to know the students' attitude,

interest, and opinion about the use of authentic reading materials to teach

vocabulary.

1. To find out mean score, the researcher uses a formula:

$$M = \frac{\sum X}{N}$$

M = Mean
$\sum X$= Total of the students' score
N = Total of the students

2. To find out percentages of the students' attitude, interest, and opinion, the

researcher uses formula:

$$\frac{\sum X}{N} \times 100\%$$

$\sum X$= Total of the students' response
N = Total of the students

The qualitative data analysis is data analysis that obtained from

observing written material. In short, this data consists of whatever happened

when observation was done and it does not score.

CHAPTER IV

RESULT AND DISCUSSION

This chapter aims to answer the research questions formulated in the first chapter. In order to do so, this chapter is divided into four subheadings; they are; the result of observation checklist and observation sheet, the result of the questionnaire, the result of vocabulary tasks, and the discussion of the study.

Meanwhile, the fourth subheading, which is discussion of the study, is discussing about the answers of the research questions formulated in the first chapter. In addition, this subheading is also discussing whether the study had reached its aims in improving vocabulary mastery by implementing authentic reading materials.

A. Result

1. The Result of Observation Checklist and Observation Sheet

In this subheading the writer will describe the result of the observation during the implementation of authentic reading materials in teaching vocabulary. She will describe from first cycle until third cycle as follows:

a. First Cycle

The first cycle was conducted on May 18, 2010 the duration was 80 minutes. During the implementation of the first cycle, the researcher used 4 steps. It was stated by Kemmis as follows:

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1) Planning

In this stage, the researcher identified the problem of teaching and learning vocabulary in the class. The problem was the students have less motivation to learning vocabulary and their vocabulary still low enough. Based on that analysis, the researcher tried to solve the problem by implied authentic reading material. Hoping it would give more change for the students to improve their vocabulary mastery.

The first, the researcher made lesson plan. In this research the researcher used one lesson plan for every cycle. All of the lesson plans are attached at the appendix.

The second, the researcher choose the material. In choosing material there were some considerations, which are reasonable, reaching enough or neither to easy not to difficult for the students, interesting, and balance with the students level and curriculum in order to build up the students' reading skill and vocabulary mastery especially in descriptive text. In this cycle, the researcher used the material from the children magazine which the topic is "animal". She chooses that topic because it is suitable for first grade students of junior high school which are still fresh graduated from elementary school and it was suggestion from the teacher. She chooses the material from children magazine in order that they could read the material more relax and not get bored. As stated in the previous

chapter that this research was limited in part of speech including adjective, verb, and noun.

The last, the researcher made the instrument for learning and teaching vocabulary by using authentic reading material. Those instruments were lesson plan, reading text from magazine, pictures, the students' worksheet and key answer.

2) Acting

In the first stage, the students were enthusiastic when the writer set running dictation to open the lesson. But the writer felt little disappointed because many of them didn't do the game fairly although she gave clear instruction to them before and checked their understanding about the instruction. They worked in pairs. Actually the one as the runner and the other as the writer, but many of the writers did the running also, they wrote the sentences directly read the text, not from dictation from their partner.

In the second stage, that is pre-teaching activity, the writer elicited the topic to activate students' schemata about the lesson. The writer gave questions to the students in order that they could guess the topic. They could guess it well. The writer elicited the topic to stimulate students about the material. She used cards including the words, showed the clues on the board to the students, and they guess the topic they were

going to. From this eliciting, students could produce some vocabulary, such as: animal, zoo, and mammal. So, the writer gave little explanation about the topic and the material.

In the whilst-activity stage, the writer distributed the copy of text and asked the students to read the text and identified the vocabulary whether it was noun, verb, or adjective. All of them were reading the text enthusiastically. After finishing reading activity, the researcher asked students to identify part of speech of the words they have found from the text whether it was noun, verb, or adjective. If the words are noun, they must sign the words with round, if the words are verb, they must sign the words with triangle, and if the words are adjective, they must sign the words with rectangle.

In the post-activity stage, the writer gave vocabulary focus to the students. She asked students how many new words they have got from reading the text. There were some of students got 30, 22, and 25 words. There were 44 words if they could find all of the words. Then, the writer asked them to identified 10 words about the meaning and part of speech of the words including noun, verb, and adjective. And then they made 5 sentences from the words they got with their own words. But there was no time for discussion with the class because of limited time. So, the writer checked it by herself, and the result was many of them having the

good score but there were some of them did not have good score because they still got little words.

And the last stage was closing. The writer gave feedback to the students and checked their understanding by giving them opportunity to ask if they did not understand the material, and then greeted to close the class.

3) **Observing**

The observing stage was carried out while the teacher of the class was implementing the authentic reading materials to teach vocabulary in the acting stage. In this stage, the real teacher as the observer and the researcher as the teacher. The researcher alongside with the teacher observed the students activity, the materials, and the teacher activity during the teaching learning. Besides, the researcher observed her acting by reviewed the recorder in order to she knew plus minus or the successful and the failure of her action. She also observed students' response and their enthusiastic when teacher gave the authentic reading materials.

According to the observer, the performance of the researcher was good. She had a clear instruction and could attract students' attention to begin the lesson with game, elicit the words in order that they got ready to read the text. But she though that the material no

more challenging because it was taken from children magazine, so in the next cycle the text would be take from teen magazine. And then there were still some students cold not sit down properly, they may need more attention from the teacher and the researcher must thinking more about time management in order students could discuss their work whole the class.

4) Reflecting

After observing stage, the next stage is reflecting stage. The implementation of classroom action in the first cycle was formulated through the discussion between the researcher and the teacher together, who always observed every student's movement and activities. The result of discussion by the researcher and the teacher were formulated as follows:

a) The learning result

Firstly, the time is short enough, so the students had less time for discussing whole class about the answer. It was because the time was wasted for game and whilst reading. Students need more time in whilst reading. And then the students' vocabulary still less enough. It could be seen with counting their vocabulary they found, there were many students who found the vocabulary less from 50 words. The next, some of students still have the difficulty in identify part of

speech of the words. Most of them still confused to decide the words whether it was noun, verb, or adjective. Next, there were students could not sit down properly, they make a noise. They may need more attention from the teacher. And then, the average of the class score was 75,4. The successful indicator was 80, so that the cycle would be going on with the same treatment but it should be more improvement in managing the time and made pre-teaching vocabulary.

b) **Next action**

The first is preparing the lesson plan and instruments, which were the pictures, the text reading material, worksheet, and key answer. The next was electing the material in accordance with the students' level. Here, the material should neither easy not to difficult for all of the students and would be more challenging than first cycle. And then give another game as filler in order to the students were not getting bored. The first year students were interest to play a game because they were still fresh graduated from elementary school. The next, give more explanation about the material. The researcher would give pre-teaching vocabulary and its function in the sentence to the students in order that they more understand about the material that was part of speech. The next, give more time for

discussion with the class in order that the students could evaluate their works and checked it. And the last was giving more attention to the students' work, controlling and motivating students in order to get a good experience in learning activity of the students.

b. Second cycle

The second cycle was conducted on May 24, 2010 and the duration was 80 minutes. And the steps will be explained below:

1) Planning

On this stage, the researcher used the information from the first cycle's reflections as a basic in preparing the acting stage in the second cycle. The text being prepared in the second cycle has the topic "friendship". The reason for the choosing of the text were same with the reason for the choosing of the first cycle, which were the material must be reasonable, reaching enough, interesting, and balance with the students level and curriculum in order to build up the students' reading skill especially in descriptive text and vocabulary mastery.

2) Acting

Like the beginning of meeting, students were very enthusiastic when the writer gave a game in the beginning of lesson. They were more challenged to be the winner. The writer gave other kind of game in order they did not get bored, and they could receive the lesson well.

The game was guessing the words. The writer divided students into 4 groups, and then she wrote some dashes in the board and gives clue with 2 letters, then each group guess the words by mentioning correct letters. The group who could answer 1 correct letter got score 1, and the group who could guess the word got score 2. From this game, there was 1 group become the winner, and they were so happy when they got reward from the writer. The troublemaking student could quite calm down because he was busy with their activity which is the game.

In the second stage, that was pre-teaching activity, the writer elicited the topic to activated students' schemata about the lesson. The researcher used pictures to elicit the topic. She put the pictures on the board, and then she asked students to guess the topic from saw the pictures. They could guess it well. And they could produce some new vocabulary such as best friend, friendship, happy, beautiful, and interesting. The next, the researcher gave little explanation about part of speech in order they could identify the words in the next stage.

In the third stage, that was whilst-activity, the writer distributed the copy of text and asked students to read the text and identify part of speech of the words, in this stage, they got more vocabulary from the text. They read and identified it enthusiastically because of the interested topic. The researcher was controlling and monitoring them when they worked. After finishing it, the researcher

asked the students about how many new vocabulary they have got. She asked some students, and the result was their vocabulary was increasing than previous cycle. They could find 27-47 words.

In the next stage, that was post-activity, students made 10 sentences from the words they got from the text. They could do it well although some of them made some mistakes in grammar. Moreover, they could increase their score than the previous meeting.

In the last, the writer checking students' understanding by gave them opportunity to ask and review about the lesson. She also gave them motivation to study more.

3) Observing

The observation stage in the second cycle was quite similar with the first cycle. It was carried out during the acting stage. The teacher of the class alongside with the researcher as her collaborator observed the students' teaching learning process. And the researcher recorded her teaching with a video recorder. The observation was emphasized in taking notes about the details in implementation of the authentic reading materials as a teaching media in the vocabulary mastery. However, unlike the observation stage in the previous cycle, the students were more ready to go the activity prepared by the writer.

According to the observer, the researcher's teaching technique was good. She can control the students who could sit down properly to be calmer down because they were doing the game and busy with their group to be the winner, the instruction was clear and could stimulus the students to receive the lesson.

4) Reflecting

Like the first cycle, after observing stage, the next stage is reflecting stage. The implementation of classroom action in the second cycle was formulated through the discussion between the researcher and the teacher together, who always observed every student's movement and activities. The result of discussion by the researcher and the teacher were formulated as follows:

a) The learning result

Firstly, students' vocabulary improvement was good enough, they could produce some new vocabulary because they could increase their vocabulary. In the first cycle the students could find 22-30 words, in this cycle they could find 27-47 words. The next, students who have the difficulty in identifying part of speech could identify it well because the researcher gave the pre-teaching vocabulary before the students read the text. And then, the students who made a noise could more calm down because of

the game which was making them busy with their group in struggling to be the winner. And the last, the average of the class score was increasing from 75,4 into 79,2. The successful indicator was 80, so that the cycle would be going on with the same treatment but the material would be more challenging.

b) **Next action**

Firstly is preparing the lesson plan and the instruments which are the pictures, the reading material, worksheet, and key answer. The next was electing the material in accordance with the vocabulary ability of the students. The researcher would use more challenging material. She would take the material from teen magazine in order they could more challenging and motivating in learning vocabulary. The next was increasing the number of assessment in order they could more motivating and understanding the material. And the last was giving more attention to the students' work, controlling and motivating students in order to get a good experience in learning activity of the students.

c. **Third cycle**

The third cycle was conducted on May, 27 2010 and the duration was 80 minutes. And the steps will be explained below:

1) Planning

Like the previous cycle, on this stage, the researcher used the information from the second cycle's reflections as a basic in preparing the acting stage in the third cycle. The text being prepared in the third cycle has the topic "holiday". The reason for the choosing of the text were same with the reason for the choosing of the previous cycle, which were the material must be reasonable, reaching enough, interesting, and balance with the students level and curriculum in order to build up the students' reading skill and vocabulary mastery especially in descriptive text. She also prepares the instrument such as cards for eliciting, lesson plan, and key answer.

2) Acting

Like the previous meeting, the writer began the lesson with game as warmer because 7 grade students are more interested and enthusiastic when the teacher beginning the lesson with a game. She gave an other game in order that the students did not get bored and ready to follow the lesson. The game was finding vocabulary. They worked in groups. The writer gave the criteria of vocabulary that they would find it. She asked the students to find 10 nouns beginning with letter "B". The groups who can find it first with correct spelling, they

would be the winner. They only have 3 minutes to do it. So, it could be more challenging.

Next, was pre-reading, the writer did the pre-reading activity by eliciting. She used pictures as the media. She showed the pictures on the board to the students, and asked them to guess the topic. From this eliciting, they could find some vocabulary, for example: vacation, refreshing, recreation, holiday, traveling, Water Park, waterfall, swimming pool, and tent. And then the writer gave little explanation about the material. She explained that from this eliciting students could find the topic. So, they could prepare to read the text which has "holiday" topic.

Next stage was whilst-reading, the writer distributed the copy of text and asked the students to read the text and identified the vocabulary whether it was noun, verb, or adjective.

The next stage was post-reading, the writer gave vocabulary focus to the students. She asked students about how many new words have they got from reading the text. There were students got 50, 53 and 60 words. Then, the writer asked them to identified 15 words about the meaning and part of speech of the words including noun, verb, and adjective. And then they made 10 sentences from the words they got with their own words. After discussing with the class about the answer, the result was most of them got good score.

3) **Observing**

The observation stage in the third cycle was quite similar with the previous cycle. It was carried out during the acting stage. The teacher of the class alongside with the researcher as her collaborator observed the students' teaching learning process. The observation was emphasized in taking notes about the details in implementation of the authentic reading materials as a teaching media in the vocabulary mastery. However, unlike the observation stage in the previous cycle, the students were more ready to under go the activity prepared by the writer and they could improve their score.

4) **Reflecting**

Like the previous cycle, after observing stage, the next stage is reflecting stage. The implementation of classroom action in the first cycle was formulated through the discussion between the researcher and the teacher together, who always observed every student's movement and activities. The result of discussion by the researcher and the teacher were formulated as follows:

a) **The Learning Result**

The average of the class score was increasing from 79,2 in the previous cycle into 85,2. Students could produce more vocabulary. Students can identify part of speech well. The

successful indicator was 80, so that the cycle would be stopped and the next cycle was nothing

b) **The Resume of Third Cycle**

Based on the score result which increased from 79,2 to 85,2 and the increasing participation of the students, the researcher found that by using authentic reading materials as a media to teach vocabulary can be done well. It means the students' vocabulary is increasing. The researcher and teacher feel that students have already reached a good result in their vocabulary proficiency because of their own motivation

2. **The Result of Questionnaire**

In this study, questionnaire was aimed to know students' opinion about the teaching learning process using authentic reading materials as a media to teach vocabulary. It was given at the end of the research to enable students to answer all the questions. The questionnaire was attached in appendix. (see appendix VII).

After collecting the result of the questionnaire, the writer made tabulation and formulated the result of the questionnaire in the percentage form. The results of the questionnaire were explained as follows:

Table 4.1. The students' opinion about learning vocabulary

Number	Yes	No	Total
1	86,8 %	13,2 %	100 %
2	89,5 %	10,5 %	100 %

From the table above, it could be said that most of the students were like learning English and vocabulary.

Table 4.2. The students' opinion about the technique

Number	Yes	No	Total
3	86,8 %	13,2 %	100 %
4	60,5 %	39,5 %	100 %

From the table above, it could be said that most of the students were like with the writer technique by using authentic reading materials to teach vocabulary.

Table 4.3. The students' opinion about the topic

Number	Yes	No	Total
5	78,9 %	21,1 %	100 %
6	100 %	0 %	100 %

From the table above, it could be said that most of the students were interest with the topic of authentic reading materials to teach vocabulary.

Table 4.4. The students' opinion about the material

Number	Yes	No	Total
7	73,7 %	26,3 %	100 %
8	52,6 %	47,4 %	100 %

From the table above, it could be said that most of the students were like with the authentic reading materials to teach vocabulary

Table 4.5. The students' opinion about the vocabulary input

Number	Yes	No	Total
9	76,3 %	23,7 %	100 %
10	92,1 %	7,9 %	100 %

From the table above, it could be said that most of the students were enthusiastic to find out the difficult words and their meanings

3. The Result of Vocabulary Task

Based on the result of vocabulary tasks in the first cycle up to third cycle, it can be shown as follow:

Table 4.6

No	Name of students	Cycle 1	Cycle 2	Cycle 3
1	Anang. F	68	73	79
2	Ardianti. W	70	75	80
3	Athifah Rosi. W	77	80	85
4	Ayu Sasmita Sari	75	75	88
5	Bahar Al-Aziz	79	80	86
6	Citra Ananda Tri. A	75	80	85
7	Deon Perdana Putra	41	45	60
8	Dicky Catur. P. P	77	80	85
9	Fahri Maulana Normansyah	79	80	84
10	Fanda Evrianty	80	81	86
11	Fanny Fadilah	67	70	82
12	Gita Amanda. W	69	75	81
13	Handika Rachmansyah. P	77	80	81
14	Hazar Ihza Fauziah	85	94	96
15	Henny Yuniar Dwi. K	77	78	80
16	Insiya	78	80	91
17	Intan Ryanditha	77	80	86
18	Iqbal Aditya	77	80	82
19	Ivan Edo. N	79	84	85
20	Ivan Erza. R	65	75	83
21	Lailiyatul Lihiftiyah	79	82	92
22	Lis Arifa. D. P	79	81	86
23	Lolita Kurniasari	69	75	87
24	Maulana. M	75	77	88
25	M. Guntur	77	80	88
26	Moh. Irvan	79	82	89
27	Nanang eko. P	85	92	94
28	Naufaldy Wira. P	87	94	95
29	Nissa Cahyuningtyas. S	70	75	78
30	Novarida Dwi. A	90	96	98
31	Nur Fadhillah. R. A	63	70	86
32	Nur Farikha Rakhman	70	75	80
33	Rina Kurniawati	70	76	83
34	Rizky Fatkhur Rahman	79	79	80
35	Tika Wulandari	77	80	82
36	Wahyu Tri	78	84	86
37	Wardatus Shofriyah	82	89	90
38	Yuli Sri Wahyuni	83	88	89
	Total score	**2864**	**3008**	**3236**
	Mean	**75,4**	**79,2**	**85,2**

B. Discussion

This subheading attempts to discuss and answer the research question formulated in the first chapter. This discussion is based on the analysis of the descriptions of the result of the observation checklist and observation sheet, the result of questionnaire, and the result of vocabulary task.

1. The Discussion of the Result of the Observation to the Process of Implementing Authentic Reading as Media to Teach Vocabulary

This discussion is begun by answering the first research question about the implementation of authentic reading materials as a media to teach vocabulary. According to the description presented in the first subheading, particularly in the description of the result of the observation checklist and observation sheet, it was found that the implementation of authentic reading materials required three cycles complete. In accordance with the theory of action research proposed by Kemmis , each of cycle in this research includes of stages to complete. They are planning, acting, observing, and reflecting.

There was a significant improvement from the first cycle until the third cycle. In the first cycle, students still confuse with the mechanism of the teaching strategy. They also got difficulties in producing prediction and verify the prediction with the text. In the second cycle were understand the mechanism of the teaching strategy and more easy in producing prediction and verify the prediction with the text. And in the third cycle, the researcher

could solve those problems. They could produce some new vocabulary and they could reach the goal by improving score with their own motivation.

2. The Discussion of the Result of Questionnaire

This discussion is to answer second research question about the students' response toward the implementing of authentic reading materials to teach vocabulary.

According to the result of the questionnaire, there were divided into five points which are the discussion of the students opinion about learning vocabulary, the discussion of the students opinion about the technique, the discussion of the students opinion about the topic, the discussion of the students opinion about the material, the discussion of the students opinion about the vocabulary input. And those are would be explained as follows:

a. The Discussion of the Students Opinion about Learning Vocabulary

Based on the result of questionnaire, it could be concluded that most of the students like with the English subject and vocabulary lesson. It was shown in the tabulation that 86,8 % of students liked the English subject, and 13,2 % of them were not like the English subject. And 89,5 % of the students liked the vocabulary lesson, and 10,5 % of them were not like the vocabulary lesson.

b. The Discussion of the Students Opinion about the technique

Based on the result of questionnaire, it could be concluded that most of the students like with the teacher technique which is using authentic reading materials to teach vocabulary. It could be shown in the tabulation of questionnaire that 86,8 % of them need the additional material like authentic reading material and 13,2 % of them were not. And 60,5 % of the students say that the technique of using authentic reading materials as a media to teach vocabulary is easy understandable, and 39,5 % of them were not.

c. The Discussion of the Students Opinion about the Topic

From the result of questionnaire, it could be conclude that most of the students like the topic. It was shown from the tabulation of the questionnaire that 78,9 % of the students like the topic from authentic reading materials and 21,1 % of them were not. And all of them argued that the topic was interesting. It was shown from the tabulation that 100 % of students choose yes answer.

d. The Discussion of the Students Opinion about the material

Based on the questionnaire, it could be concluded that most of the students argued that they were like with the authentic reading materials as the media to teach vocabulary. It was shown from the tabulation that 73,7 % of the students choose yes answer, and 26,3 % of them choose no

answer. And most of them argued that authentic reading materials given were easy to understandable. It was shown that 52,6 % of them choose yes answer and 47,4 % of them choose no answer.

e. The Discussion of the Students Opinion about the vocabulary input

Based on the questionnaire, it could be concluded that most of the students argued that they found the difficult words in understanding the authentic reading materials. It was shown from the tabulation that 76,3 % of the students choose yes answer, and 23,7 % of them choose no answer. And most of them argued that they tried to understand the difficult words from authentic reading materials given. It was shown that 92,1 % of them choose yes answer and 7,9 % of them choose no answer.

3. The Discussion of the Result of Vocabulary Task

This discussion was attempted to answer the third research question about the students' improvement after implementing by authentic reading materials. There were students' improvements from first cycle until third cycle as follows:

a. The Discussion of the Result of Vocabulary Task in The First Cycle

Based on the result of the score in the first cycle, the mean score of the students was under the criteria of successful. The criteria of successful was 80, but their mean score still 75,4 and some of them got the low score.

So, it should be continue to the second stage in order to they were got the goal of vocabulary class.

b. The Discussion of the Result of Vocabulary Task in the Second Cycle

Based on the result of the score in the second cycle, the students' mean score was increasing from 75,4 to 79,2 and most of them have increase their score, but the mean score of the students was still under the criteria of successful. So, the third cycle was needed in order to they were got the goal of vocabulary class.

c. The Discussion of the Result of Vocabulary Task in the Third Cycle

Based on the result of the score in the third cycle, the students' mean score was increasing from 79,2 in the second cycle up to 85,2 in this cycle and most of them have increase their score. They could reach the criteria of successful; moreover their mean score was higher from the criteria of successful. So, in this cycle the students got their goal and the cycle was end.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In this chapter the writer elaborates the conclusion of this research. From the result of the data analysis, it can be concluded that authentic reading can be implemented in teaching vocabulary in the first year of SMPN 2 Surabaya. There is a significant improvement from the first cycle until third cycle.

Related to the students' response toward the use of strategy, the writer analyzed the result of questionnaire. Students agree that the teacher's attitude is good, they liked English subject especially vocabulary, they liked the technique, the material, the topic, and they found much of new vocabulary.

And the last, related to the students' score of vocabulary task, the students have good improvement. It could be shown from the result of the students' score from the first cycle until the third cycle. Their mean score was increasing from 75,4 to 85,2.

B. Suggestion

Meanwhile, to make all the activities in the strategy successfully to be done by the students in vocabulary class, the writer has formulated the suggestions to be considering by English teacher, those are:

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1. Opening season should be made interesting in order to make the conductive atmosphere in the class and the teacher can attract the students' attention.

2. Text must neither to easy not to difficult therefore it can facilitate the clever and the low students.

3. The teacher should give more example than the theories

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