EFFECT OF LEXICAL SIMPLIFICATION TOWARD VOCABULARY MASTERY AND READING COMPREHENSION OF THE ELEVENTH GRADE IPA STUDENTS AT SMA MUHAMMADIYAH 1 PALANGKA RAYA

THESIS

Presented in Partial Fulfillment of the Requirement for the Degree of
Sarjana Pendidikan Islam

By:

MARYATUL KHOFSOH
SRN. 1201120742

STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
FACULTY OF EDUCATION AND TEACHER TRAINING
DEPARTMENT OF LANGUAGE EDUCATION
ENGLISH EDUCATION STUDY PROGRAM
1438 H / 2016 M

i
APPROVAL OF THE THESIS

Title of the Thesis: Effects of Lexical Simplification toward Vocabulary Mastery and Reading Comprehension of the Eleventh Grade IPA Students at SMA Muhammadiyah Palangka Raya

Name: Maryatul Khofsoh
SRN: 12011120742

Faculty: Education And Teacher Training
Department: Language Education
Study Program: English Education
Level: S-1

Palangka Raya, November 10th 2016

Approved by:

Advisor I: Dra. Halimah, M.Pd
ORN. 196712261996032003

Advisor II: Santi Erliana, M. Pd.
ORN. 198012052006042003

The Vice Dean of Academic
Dra. Hj. Rodhatul Jannah, M.Pd
ORN. 196710031993032001

Chair of Language Education Department
Santi Erliana, M. Pd.
ORN. 198012052006042003
LEGALIZATION OF THESIS EXAMINING COMMITTEE

This thesis entitled *Effects of Lexical Simplification toward Vocabulary Mastery and Reading Comprehension of the Eleventh Grade IPA Students at SMA Muhammadiyah 1 Palangka Raya* in the name of Maryatul Khofsoh and her Students Registration Number is 1201120742. It has been examined in the board of examiners the Study Program of English Education the Departement of Language Education the Faculty of Teacher Training and Education (FTIK) of the State Islamic Institute of Palangka Raya on:

Day: Wednesday  
Date: November 9th 2016

Palangka Raya, November 9th 2016

The Board of Examiners:

1. **M. Zaini Miftah, M. Pd**  
   Chairman/Member  

2. **Siminto, M.Hum**  
   Member  

3. **Dra. Halimah, M.Pd**  
   Member  

4. **Santi Erliana, M.Pd**  
   Secretary/Member

The State Islamic Institute of Palangka Raya  
The Dean of Faculty of Education and Teacher Training

Drs. Fahmi, M.Pd  
ORN. 19610520 199903 1 003
MOTTO

Dan Allah tidak menjadikannya (pemberian bala bantuan itu) melainkan sebagai kabar gembira bagi (kemenangan)mu, dan agar hatimu tenang karenanya. Dan tidak ada kemenangan itu, selain dari Allah Yang Mahaperkasa, Mahabijaksana.

(Q.S Al Imran:126)
In the name of Allah,

I myself make declaration that this thesis entitled EFFECTS OF LEXICAL SIMPLIFICATION TOWARD READING COMPREHENSION AND VOCABULARY MASTERY OF THE ELEVENTH GRADE IPA STUDENTS AT SMA MUHAMMADIYAH PALANGKA RAYA, is truly my own writing. So, it is given a citation and shown in the list of references.

If my own declaration is not right in this thesis one day so, I am ready to be given academic sanction namely, the cancellation of the degree of this thesis.

Palangka Raya,  
November 10th, 2016  
My own declaration

MARYATUL KHOFSOH  
SRN. 1201120742
PENGARUH PENYEDERHANAN LEKSIKAL TERHADAP
PENGUASAAN KOSAKATA DAN PEMAHAMAN BACAAN PADA
SISWA KELAS SEBELAS IPA DI SMA MUHAMMADIYAH 1
PALANGKA RAYA

ABSTRAK

Judul penelitian "Pengaruh Penyederhanaan leksikal terhadap Penguasaan Kosakata dan Pemahaman Bacaan pada siswa IPA Kelas XI I di SMA Muhammadiyah 1 Palangka Raya" disajikan karena adanya masalah terkait pemapahan bacaan pada siswa IPA Kelas XI di SMA Muhammadiyah 1 Palangka Raya yang disebabkan oleh penguasaan kosakata. Dan penulis memilih penyederhanaan leksikal untuk mengatasi masalah ini.

Tujuan dari penelitian ini adalah untuk mengetahui pengaruh signifikan penyederhanaan leksikal terhadap penguasaan 'kosakata dan pemahaman bacaan siswa; dan efek interaksi antara penguasaan kosakata dan pemahaman bacaan dengan dan tanpa penyederhanaan leksikal pada siswa IPA kelas XI SMA Muhammadiyah 1 Palangka Raya. Penelitian ini menggunakan pendekatan kuantitatif dengan desain ex-post facto. Penulis merancang rencana pelajaran, melakukan perlakuan produk, dan mengamati skor siswa dengan pre-test dan post-test. Populasi penelitian ini adalah siswa IPA Kelas XI di SMA Muhammadiyah 1 Palangka Raya yang terdiri atas 58 siswa. Penulis menggunakan cluster random sampling dalam penelitian ini dan mengambil 29 siswa sebagai sampel. Kemudian penulis menggunakan One-Way Anova untuk menganalisis data dan hasilnya menunjukkan bahwa ada perbedaan yang signifikan antara nilai siswa yg menjawab Narrative Text dengan penyederhanaan leksikal dan Narrative Text tanpa penyederhanaan leksikal terhadap penguasaan kosakata dan pemahaman bacaan setelah melakukan perlakuan, F_{hitung} lebih tinggi dari F_{abel} (kosa kata = 2723 > 2,71; pemahaman bacaan = 5.725> 2,71).

Penelitian ini menunjukkan hasil (a) nilai signifikan lebih rendah dari alpha (0,01 <0,05), itu berarti bahwa ada pengaruh yang signifikan dari penyederhanaan leksikal terhadap penguasaan kosakata siswa IPA kelas XI SMA Muhammadiyah 1 Palangka Raya; (B) nilai signifikan lebih rendah dari alpha (0,005 <0,05), itu berarti bahwa ada pengaruh yang signifikan dari penyederhanaan leksikal terhadap pemahaman bacaan siswa IPA kelas XI di SMA Muhammadiyah 1 Palangka Raya; (C) nilai signifikan lebih tinggi dari alpha (0,167> 0,05), itu berarti bahwa tidak ada pengaruh interaksi yang signifikan antara penguasaan kosakata dan pemahaman bacaan dengan dan tanpa penyederhanaan leksikal terhadap siswa IPA kelas XI SMA Muhammadiyah 1 Palangka Raya.

Akhirnya, berdasarkan hasil di atas, penulis merekomendasikan bahwa guru dapat menerapkan penyederhanaan leksikal dalam pemahaman membaca. Melihat dari hasil penelitian ini, penggunaan penyederhanaan leksikal efektif karena penguasaan kosakata dan pemahaman bacaan meningkat.

Kata kunci: Pengaruh, Penyederhanaan leksikal, penguasaan kosa kata, pemahaman bacaan.
EFFECT OF LEXICAL SIMPLIFICATION TOWARD VOCABULARY MASTERY AND READING COMPREHENSION OF THE ELEVENTH GRADE IPA STUDENTS AT SMA MUHAMMADIYAH 1 PALANGKA RAYA

ABSTRACT

The title of the study “Effect of Lexical Simplification Toward Vocabulary Mastery and Reading Comprehension of The Eleventh Grade IPA Students at SMA Muhammadiyah 1 Palangka Raya” is presented because there was a reading comprehension problem of Eleventh Grade IPA Students at SMA Muhammadiyah 1 Palangka Raya which is caused by vocabulary mastery. And the writer chose lexical simplification to solve this problem.

The purpose of this study was to find out the significant effect of lexical simplification toward students’ vocabulary and students’ reading comprehension; and the interaction effect between vocabulary mastery and reading comprehension with and without lexical simplification of the eleventh grade IPA students of SMA Muhammadiyah 1 Palangka Raya. This research used the quantitative approach with ex-post facto design. The writer designed the lesson plan, conducted the product treatment, observed the students’ score by pre-test and post-test. the population of the study was Eleventh Grade IPA Students at SMA Muhammadiyah 1 Palangka Raya which consist of 58 students. the writer used cluster random sampling in this study and took 29 students as sample. Then the writer used One-Way ANOVA to analyze the data and the result showed that there was significant differences between students score of Narrative Text with and without Lexical Simplification toward vocabulary mastery and Reading Comprehension after doing treatment $F_{value}$ was higher than $F_{table}$ (vocabulary $= 2,723 > 2,71$; reading comprehension $= 5,725 > 2,71$).

The study showed result (a) Significant value was lower than alpha $(0.01 < 0.05)$ , it meant that there was significant effect of lexical simplification toward vocabulary mastery of the eleventh grade IPA students of SMA Muhammadiyah 1 Palangka Raya; (b) Significant value was lower than alpha $(0.005 < 0.05)$, it meant that There was significant effect of lexical simplification toward reading comprehension of the eleventh grade IPA students at SMA Muhammadiyah 1 Palangka Raya; (c) Significant value was higher than alpha $(0.167 > 0.05)$, it meant that There was no significant interaction effect between vocabulary mastery and reading comprehension with and without lexical simplification of the eleventh grade IPA students of SMA Muhammadiyah 1 Palangka Raya.

Finally, based on result above, the writer recommended that teacher can be able to apply lexical simplification in reading comprehension. Considering of the study result, the use of lexical simplification is effective because students’ vocabulary mastery and reading comprehension were improved.

Key Words: Effect, Lexical Simplification, Vocabulary Mastery, Reading Comprehension
ACKNOWLEDGMENTS

First of all, the writer wishes to express her particular thanks to Allah SWT. In this right chance, the writer would like to give greatest thanks to:

1. Dr. IbnuElmi A.S Pelu. SH, M.H, as a Rector of State Islamic Institute of Palangka Raya for his direction and permission of conducting this thesis.

2. Drs. Fahmi, M.Pd, as the Dean of the Faculty of Tarbiyah and Teacher Training the State Islamic Institute of Palangka Raya (IAIN), for his direction and encouragement.

3. Dra. Hj. Rodhatul Jennah, M. Pd, as the Vice Dean I of Faculty of Teacher Training Education of the State Islamic Institute of Palangka Raya, for her agreement so that the writer can complete the requirements of writing this thesis.

4. Santi Erliana, M.Pd, as the Chair of Department of Language Education, for her agreement so that the writer can complete the requirements of writing this thesis.

5. M. ZainiMiftah, M.Pd, as the chief of English Education Study Program, for his permission so that the writer can complete the requirements of writing this thesis.

6. Dra. Halimah, M.Pd, as the first advisor, for her advice, suggestions, motivation, and encouragement in conducting research and compiling this thesis.

7. Santi Erliana, M.Pd, as the second advisor for his advice, suggestions, motivation, and encouragement in conducting and compiling this thesis.

8. Dra. Halimah, M.Pd, SantiErliana, M.Pd, Rahmadi Nirwanto, M.Pd for the time and opportunity that have been given during the accomplishment of this thesis.

9. Drs. M. Ramli, M.Pd as Head Master and Dra. SitiArofah as the English teacher of SMA Muhammadiyah1 Palangka Raya, for your experience that you have shared me along to accomplish this thesis.

10. Last, all of my friends of English Department Students in academic year of 2012/ 2013 who always share, support, and help in conducting research.
Greatest thanks are also addressed to my parents who always support, pray, suggestions, and their affections sincerely to the writer’s effort in accomplishing this study.

The writer realizes that the study is still far from the perfectness, therefore some constructive critical and suggestions are welcomed. Finally, may Allah always blessesus.

Palangka Raya, November 10th 2016
The Writer,

MARYATUL KHOFSOH
SRN.1201120742
TABLE OF CONTENTS

COVER OF PAGE ........................................................................................................ i
APPROVAL OF THE THESIS ADVISORY COMMITTEE ................................ ii
OFFICIAL NOTE ............................................................................................................ iii
LEGALIZATION OF THESIS EXAMINING COMMITTEE ................................. iv
DECLARATION OF AUTHENTICATION ....................................................................... v
ABSTRACT .................................................................................................................. vi
MOTTO ....................................................................................................................... vii
ACKNOWLEDGEMENTS .............................................................................................. viii
DEDICATION ............................................................................................................... ix
TABLE OF CONTENT .............................................................................................. x
LIST OF TABLE .......................................................................................................... xi
LIST OF FIGURE ........................................................................................................ xii
LIST OF ABBREVIATIONS ............................................................................................ xiii
LIST OF APPENDICES ............................................................................................... xiv

CHAPTER I  INTRODUCTION

A. Background of the study ......................................................................................... 1
B. Problem of the study ............................................................................................... 4
C. Objective of the study ............................................................................................. 4
D. Hypotheses of the study ......................................................................................... 5
E. Limitation of the study ............................................................................................ 6
F. Assumption of the study ......................................................................................... 6
G. Significance of the study ....................................................................................... 6
H. Operational definition ........................................................................................... 7
I. Frame of discussion ............................................................................................... 8

CHAPTER II  REVIEW OF RELATED LITERATURE

A. Related study ........................................................................................................... 10
B. Reading Comprehension ....................................................................................... 12
   1. The nature of Reading Comprehension ................................................................. 12
   2. The problems in Reading Comprehension ............................................................ 14
   3. Level of Comprehension ....................................................................................... 16
   4. Test of Reading Comprehension .......................................................................... 18
C. Vocabulary ............................................................................................................... 20
   1. Nature of Vocabulary .......................................................................................... 20
   2. Problems in Learning Vocabulary ........................................................................ 23
   3. Kinds of Vocabulary ............................................................................................ 26
   4. Test of Vocabulary ............................................................................................. 28
D. Lexical Simplification ............................................................................................ 31
   1. Nature of Lexical Simplification ......................................................................... 31
2. Importance of Lexical Simplification ..........................33
3. System in Lexical Simplification ..........................34
4. Principles in Using Lexical Simplification
   in Language Teaching and Learning ..........................35
5. Approaches to Lexical Simplification ..........................38

CHAPTER III RESEARCH METHODOLOGY

A. Research type ..........................................................45
B. Research design ..........................................................45
C. Variables of the study ..................................................46
D. Population and sample ..................................................46
E. Instruments of the study .................................................47
   1. Test ..........................................................48
   2. Documentation ..................................................51
F. Research Instruments Try Out ........................................52
G. Research Instruments Reliability ....................................57
H. Research Instrument Validity ........................................59
I. Index of Difficulties and Discrimination Power ..................61
   1. Index Difficulty ..................................................61
   2. Discrimination of Power ........................................62
J. Data collection ..........................................................65
K. Data Analysis ..........................................................67
   1. Techniques of Data Analysis .....................................67
      a. Normality Test ..............................................67
      b. Homogeneity test ..........................................68
      c. Testing Hypothesis ........................................68
   2. Data Analysis Procedure .........................................69

CHAPTER IV RESULT OF THE STUDY

A. Description of the Data .................................................71
B. Result of Data Analysis ................................................78
C. Discussion .............................................................84

CHAPTER V CLOSING

A. Conclusion ..............................................................87
B. Suggestion ..............................................................88

REFERENCES

APPENDICES

CURRICULUM VITAE
## LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Flesh Reading Ease Formula Score</td>
<td>44</td>
</tr>
<tr>
<td>3.1 Scheme Ex-Post Facto Design</td>
<td>46</td>
</tr>
<tr>
<td>3.2 Description of Population</td>
<td>47</td>
</tr>
<tr>
<td>3.3 Content Specification of Items of Research Instruments</td>
<td>49</td>
</tr>
<tr>
<td>3.4 Distribution of Students’ Score Criteria of Vocabulary</td>
<td>49</td>
</tr>
<tr>
<td>3.5 Level of Comprehension Test Items</td>
<td>50</td>
</tr>
<tr>
<td>3.6 Scoring Rubric for Students’ Reading Comprehension</td>
<td>51</td>
</tr>
<tr>
<td>3.7 Readability Formula of Narrative Text Without Lexical Simplification</td>
<td>54</td>
</tr>
<tr>
<td>3.8 Underlined Words Based on Original Narrative Text</td>
<td>54</td>
</tr>
<tr>
<td>3.9 Difficult Words Based on Tally Table</td>
<td>56</td>
</tr>
<tr>
<td>3.10 Score of Try Out</td>
<td>64</td>
</tr>
<tr>
<td>3.11 Index Difficulty and Discrimination Power</td>
<td>65</td>
</tr>
<tr>
<td>4.1 The Result of The Score Students’ Vocabulary Mastery</td>
<td>71</td>
</tr>
<tr>
<td>4.2 The Result of The Score Students’ Reading Comprehension</td>
<td>75</td>
</tr>
</tbody>
</table>
# LIST OF FIGURES

<table>
<thead>
<tr>
<th>FIGURES</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Figure 4.1 Histogram of Narrative Text with and without</td>
<td>74</td>
</tr>
<tr>
<td>Lexical Simplification toward Vocabulary Mastery</td>
<td></td>
</tr>
<tr>
<td>Figure 4.2 Histogram of Narrative Text with and without</td>
<td>77</td>
</tr>
<tr>
<td>Lexical Simplification toward Reading Comprehension</td>
<td></td>
</tr>
</tbody>
</table>
**LIST OF ABBREVIATIONS**

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>LS</td>
<td>Lexical Simplification</td>
</tr>
<tr>
<td>H&lt;sub&gt;a&lt;/sub&gt;</td>
<td>Alternative Hypothesis</td>
</tr>
<tr>
<td>H&lt;sub&gt;o&lt;/sub&gt;</td>
<td>Null Hypothesis</td>
</tr>
<tr>
<td>SPSS</td>
<td>Statistical Product and Service Solution</td>
</tr>
<tr>
<td>SE</td>
<td>Standard Error</td>
</tr>
<tr>
<td>SD</td>
<td>Standard Deviation</td>
</tr>
<tr>
<td>DF</td>
<td>Degree of Freedom</td>
</tr>
<tr>
<td>F</td>
<td>Frequency</td>
</tr>
<tr>
<td>EFL</td>
<td>English Language Learner</td>
</tr>
</tbody>
</table>
LIST OF APPENDICES

Appendices 1 : Research Schedule and Students’ Name
Appendices 2 : Try Out Results
Appendices 3 : Lesson Plan and Readability Formula
Appendices 4 : Text Lexical Simplification and Research Instruments
Appendices 5 : The Value of T Table Pearson Product Moment Distribution
Appendices 6 : Documentations (Pictures)
Appendices 7 : Permission Letters
REFERENCES


Arnida Chandra, *Assessing students’ Reading Comprehension through Multiple Choice and True False Test*, Universitas Pendidikan Indonesia.


Kasanah Uswatun. 2007. The Students’ Problems in Mastering Vocabulary at the Fourth Grade Students of Integrated Islamic Elementary School Al-Furqan, Palangka Raya: STAIN.


Leroy Gondy, David Kauchak, and Obay Mouradi, A user-study measuring the effects of lexical simplification and coherence enhancement on perceived and actual text difficulty.


Rouhi Mahdieh, *Effects of Lexical Modification on Incidental Vocabulary Acquisition of Iranian EFL Students*. Vol. 5.


Maryatul Khofsoh is the third daughter of Mr. Ali Mushofa and Mrs. Sumiati. She was born on Mei 13, 1993 in Bangun Harja, Seruyan Kuala Pembuang, Central Kalimantan. She has 3 sisters.

She started his study in SDN 1 Bangun Harja and graduated on 2004. She continued her study at SMP Asseruyaniyah Kuala Pembuang and graduated on 2008 and SMAN 2 Kartika Bhakti Kuala Pembuang and graduated on 2011.

In 2012, she desired to continue her study to the university level learn more about english. And finally she chose English Education Study Program (PBI) and chose IAIN Palangka Raya as the next place. Finally in the end, she could finish her study in 9 semester on November, 2016.