

CHAPTER I

INTRODUCTION

This chapter covers the background of the study, problems of the study, objectives of the study, hypotheses of the study, limitation of the study, the assumption of the study, significances of the study, variables of the study, operational definition, and framework for the discussion.

A. Background of the Study

Reading is one of the important skills in English. It is essential to success in school and lifelong learning. It is even more crucial in second language learning where students need to do reading to improve their vocabulary and communication skills (according to Grabe & Stoller). Reading is fundamental. It is an important skill for success in the 21st global digital century.¹

In contrast to essential of reading, there are problems faced by students in reading. One of the problem examples founded by the writer is many students find difficulties in comprehending text. This fact got from observation on Friday, April 08th 2016. In this observation, the writer took 20 students in the eleventh grade of IPA programs study in SMA Muhammadiyah 1 Palangka Raya as a sample. In this observation, the writer did a test to the student to comprehend eight kinds of texts. Those are descriptive, report, narrative, spoof, news items, recount, procedure, and analytical exposition. And result showed that students got problems in reading comprehension especially in comprehending narrative text.

¹Owu-Ewie Charles, *Readability Of Comprehension Passages In Junior High School (Jhs) English Textbooks In Ghana*, Ghana Journal Of Linguistics 3.2: 35-36 , 2014.

Karen stated reading comprehension is dependent on three factors. The first factor is that the reader has command of the linguistic structures of the text. The second factor is that the reader is able to exercise metacognitive control over the content being read. This means that the reader is able to monitor and reflect on his or her own level of understanding while reading the material. The third and most important criterion influencing comprehension are that the reader has an adequate background in the content and vocabulary being presented.²

According to those factors, the writer interviewed to students. Then, the writer found that the factor which caused students' problem in reading comprehension at the eleventh grade of IPA study programs in SMA Muhammadiyah 1 Palangka Raya is about vocabulary. As we have known that vocabulary is the basic unit of language, especially in the second language learning.

Vocabulary is one important aspect of learning English as a foreign language. It might be impossible to learn a language without mastering vocabulary. By mastering vocabulary, we will know the meaning of vocabulary in the context. Moreover, measuring vocabularies helps to avoid making mistakes in understanding. In learning, for example, one's ability in getting the message intended to transfer by the writer depends on his closely related vocabulary to the

² Karen Tankersley, *The Threads of Reading Strategies for Literacy Development*, Alexandria: Association for Supervision and Curriculum Development, 2003. P.90.

topic of the reading selection. This is in line with Burns et al that vocabulary is an important part of reading and language art classes.³

There are methods to help students in vocabulary mastery. In this study, a writer interested to use lexical simplification as the method to solve vocabulary problem as a factor which caused problems in the students' reading comprehension.

Writer chose this method because based on writer understanding and research before, lexical simplification is defined operationally as replacing the unknown words in a text with easier words. In this case, the unknown words are replaced with their synonyms wherever possible. If it is not possible to replace the unknown word with its synonym, its definition is given in parentheses immediately after the unknown word. Through lexical simplification is hoped the students can comprehend text being read. This opinion is supported by Sowmya Vajjala Balakrishna in his/her thesis⁴ entitled *Analyzing Text Complexity and Text Simplification: Connecting Linguistics, Processing and Educational Applications*". She said Text simplification can be seen as one way of achieving the goal of providing comprehensible texts for users, on a given topic.

So, based on those reasons, the writer decided to present the research with the title **EFFECTS OF LEXICAL SIMPLIFICATION TOWARD VOCABULARY MASTERY AND READING COMPREHENSION OF**

³ Paul Burns and friends Teaching Reading Today's Elementary School, Boston: Houghton Mifflin Company, P. 162

⁴ Sowmya Vajjala Balakrishna, *Analyzing Text Complexity and Text Simplification: Connecting Linguistics, Processing and Educational Applications*, 2015, p. 6

THE ELEVENTH GRADE IPA STUDENTS AT SMA MUHAMMADIYAH 1PALANGKA RAYA.

B. Problem of the Study

1. Is there significant effect of lexical simplification toward vocabulary mastery of the eleventh grade IPA students at SMA Muhammadiyah 1Palangka Raya?
2. Is there significant effect of lexical simplification on reading comprehension of the eleventh grade IPA students at SMA Muhammadiyah 1Palangka Raya?
3. Is there interaction effect of lexical simplification toward vocabulary mastery and reading comprehension of the eleventh grade IPA students at SMA Muhammadiyah 1Palangka Raya?

C. Objectives of the Study

1. To measure the effect of lexical simplification toward vocabulary mastery of the eleventh grade IPA students at SMA Muhammadiyah 1Palangka Raya.
2. To measure the effect of lexical simplification on reading comprehension of the eleventh grade IPA students at SMA Muhammadiyah 1Palangka Raya.
3. To find out the interaction effect of lexical simplification toward vocabulary mastery and reading comprehension of the eleventh grade IPA students at SMA Muhammadiyah 1Palangka Raya.

D. Hypotheses of the Study

The hypotheses of the study are:

1. (H_a) : There is effect of lexical simplification toward vocabulary mastery of the eleventh grade IPA students at SMA Muhammadiyah 1Palangka Raya.
(H_o) : There is no significant effect of lexical simplification toward vocabulary mastery of the eleventh grade IPA students at SMA Muhammadiyah 1Palangka Raya.
- 2 (H_a) : There is effect of lexical simplification toward reading comprehension of the eleventh grade IPA students at SMA Muhammadiyah 1Palangka Raya.
(H_o) : There is no significant effect of lexical simplification on reading comprehension of the eleventh grade IPA students at SMA Muhammadiyah 1Palangka Raya.
3. (H_a) : There is interaction effect of lexical simplification toward vocabulary mastery and reading comprehension of the eleventh grade IPA students at SMA Muhammadiyah 1Palangka Raya.
(H_o) : There is no significant interaction effect of lexical simplification toward vocabulary mastery and reading comprehension of the eleventh grade IPA students at SMA Muhammadiyah 1Palangka Raya.

E. Limitation of the Study

The writer limits the study on effects of lexical simplification toward the part of speech vocabulary mastery about the noun, verb, adjective, and adverb and literal level of reading comprehension. Then, the result of the study is limited to the eleventh grade IPA students at SMA Muhammadiyah 1 Palangka Raya.

F. Assumption of the Study

The assumptions in the study are lexical simplification gives effect toward vocabulary mastery and reading comprehension at the eleventh grade IPA students of SMA Muhammadiyah 1 Palangka Raya.

G. Significances of the Study

The significance this study has two significances. The first was theoretical significance and the second was practical significance.

Theoretically, the results of this study could give a contribution to support the theories on teaching-learning English as a foreign language, especially for a teacher at SMA Muhammadiyah 1 Palangka Raya. Therefore, it was expected to make easier understand the text and to enrich students' ability in mastering vocabulary.

Practically, the results of this study can be used as contribution knowledge for other writers who want to conduct the same study.

H. Operational Definition

To avoid misunderstanding about the terms which are used in this study, it is important to give the narrative about the terms. They are as follows:

1. Lexical Simplification : Replacing the unknown words in the text with the easier word. In this case, the unknown words are replaced with their synonyms wherever possible. If not possible to replace the unknown word with its synonym, its definition is given in parentheses immediately after the unknown word.
3. Vocabulary : The vocabulary of a language is a total number of words and someone's vocabulary is the total number of words in a language that he or she knows.
4. Mastery : Mastery is great knowledge about or understanding of a particular thing.
5. Reading Comprehension : A process of thinking while reading a text or a paragraph so the idea of the text can be understood by the readers.

I. Framework of the Discussion

The framework of the discussion of this study could be drawn as follows:

- Chapter I : An introduction that consists of a background of the study, problems of the study, objectives of the study, hypotheses of the study, limitation of the study, the assumption of the study, significances of the study, operational definition, and framework for the discussion.
- Chapter II : Review of related literature consists of reading comprehension, nature of reading comprehension, problems in reading comprehension, level of reading comprehension, test of reading comprehension, vocabulary, nature of vocabulary, problems in learning vocabulary, kinds of vocabulary, test of vocabulary, lexical simplification, nature of lexical simplification, importance of lexical simplification, system in lexical simplification, principles in using lexical simplification in language teaching and learning, approaches of lexical simplification, and readability.
- Chapter III : Result and discussion of the study, this chapter consists of research type, research design, population and sample, research instruments, data collection, and data analysis.
- Chapter VI : This chapter consists of a description of the data, the result of data analysis, and discussion.

Chapter V : This chapter consists of conclusion and suggestion.