ABSTRACT

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Title : **The Effect of Lexical Simplification in Reading Texts on Reading Ability of the Second Year Students of SMA Negeri 1 Krian**

English as an international language is used for communication in most activities and field in the world. English has become a global language, used in communication, education, technical and scientific information and technology. English like many other languages consists of four skills, listening, speaking, reading, and writing. Among the four skills, reading is one of the most important. Reading is the skill which may often used and retained the longest. It is an essential foundation of learning and seeking information and knowledge. There are many students have difficulties in comprehending reading materials, to solve the weakness problem of students' reading comprehension skill, need to focus of learning process to develop their reading comprehension.

One of the media that can be used to promote students' reading ability is by using lexical simplification. Lexical simplification involves modify activities that are grammatically focused and meaningfully contextual. Modification in the extensive reading procedure is to encourage and help the students with their reading. Furthermore, it can stimulate and motivate the students to read, so reading can be interesting and enjoyable. There are some types of lexical simplification, a). Synonym clues, b) definition clues, c) Example Clues and d) Restatement or Elaboration Clues. In this study, the need to find out the effect of using lexical simplification in reading comprehension skill of eleventh grade students of SMA N 1 Krian.

The researcher was practice in teaching reading process by using lexical simplification. The population of this study was the second year students of science of SMA Negeri 1 Krian in the academic year of 2009/2010. This school consists of seven classes. The writer would take science 4 class and science 5 class as a sample. During the study, the writer used experimental method. Here there are two groups, the experimental and control group. Both of them were given final test, and the treatment was administered to the experimental group, while the control group was taught as usual without manipulation. Before the test would be used, its validity and reliability would be checked. The result of the study would be analyzed by using statistical calculation of ***t-test*** to find out weather the differences of the score between them is significant or not.

In this research, the writer concluded that: a) The students' score in reading comprehension of experimental group before using the treatment by using lexical

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simplification at eleventh grade student of SMA N 1 Krian have a mean score (**79,28**) and in control group have a mean score (**78,23**). Both of groups have a near ability in reading comprehension skill. b). The students' ability in reading comprehension in experimental group after using the lexical simplification at eleventh grade student of SMA N 1 Krian have a mean score (**80,31**) and in control group which taught without treatment have a mean score (**75,71**). c) There is the effect on ability of reading comprehension between the students who are taught by using lexical simplification and the students who are not. Based on the result student's result: experimental group were (**80, 31**) and control group were (**75, 71**). How the result above can happen, you would find the method, the design and the analysis more detail in the next pages.

Key words: effect, lexical, simplification, reading comprehension.

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