CHAPTER I

INTRODUCTION

This chapter presents (1) Background, (2) Problem of the study, (3) Purpose of the study, (4) the significance of the study (5) Scope and Limitation, (6) Hypotheses of the study, and (7) Definition of key terms.

A. Background

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. In Indonesia, English is taught to the students of elementary, junior, and senior high school, and even to university students as one of their subject. English instruction at the university level is usually the intensive procedure, which implies close study of short passages, including syntactic, semantic, and lexical analyses and translation into the Ll to study meaning.[1]

It is realized that studying English is not easy for Indonesian students because the fact that English and Indonesian language are very different in term of spelling, sound and pronunciation, vocabulary or lexical meaning and grammar. English like many other languages consists of four skills, listening,

[1] Parker, K., & Chaudron, C. (2004). "*The Effect of Linguistic Simplification and Elaborative modification on L2 comprehension*", University of Hawai'I Working Papers in ESL, 6, 107-103. Retrieved from the world wideweb: http//www.yahoo.com /urano @hawaii.edu.html. Accessed on March 30th, 2010

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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. Someone can increase his or her knowledge by reading many books, newspapers, encyclopedias and so on. The information one gets from reading helps him or her in his or her study and enables them to gain good grades, which are useful to continue their future studies or career position[2].

Reading is a common way of acquiring knowledge. It generally means understanding or making sense of a written text. Reading refers to activities as varied as a first grader's struggling with simple sentences in a storybook, a cook's following directions from a cookbook, or a scholar's attempting to understand the meanings of a poem.[3]

Comprehension is the ability to make meaning from the written text. Reading comprehension is an essential part of the reading process. It forms the stepping stone for the rest of a child's education. It is generally defined as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. From testing and evaluation point of view, it is a staple of almost all standardized testing. There is a reason for this: reading comprehension exams are a great way to test an individual's ability

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[2] Cheek, et al. *Reading for Success in Elementary School.* (Forth Worth, FL: Holt, Rinehart and Winston, Inc. 1989) P. 360

[3] Rebat Kumar Dhakal, 2010. *Making Sense of Nonsense: Strategy to Improve Reading Comprehension* (Retrieved from the worldwideweb:rbtdhakal@yahoo.com. Accessed on March 30th. 2010) P.1

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to absorb, comprehend, process, and relate written information in a time-efficient manner.[4]

In reading, comprehension is a very essential thing as stated by Weaver sited in Anisah "...without reading comprehension, there would be no reading."[5] How ever, when comprehending reading materials, there are many difficulties in comprehending reading material. Among the reason for the students' failure in tertiary education is the inability to reach the required reading performance on the allocated time. The failure is because reading is a complex task requiring different abilities in a single performance. It is requires a complete command of written symbols, and understanding of words, phrases, and structural or grammatical points.

In addition, the previous experiences and the knowledge in the language affect the success and failure in reading. Success in reading greatly depends on one's vocabulary knowledge in the target language. The knowledge of vocabulary plays an important role in mastering the four language skills. Students cannot read and understand the text on the books, newspapers, or magazines, without having enough vocabulary. In other words, their comprehensions about reading are hampered by their limited vocabulary. Vocabulary is the center of a language and the important component of any language. One who wants to do well in English

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[4] Op.cit. P. 3

[5] Annisah.. *A Descriptive Study of Teaching Reading To The Second Year Students of SMU Negeri 1 Taman Sidoarjo.* (Unpublished Thesis: Unesa University. 2003) P.12

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must learn the words to pay attention to new words, by providing guidance in multiplying students' vocabulary that they have already known by aiding students learning the new words they read or study before. Furthermore, Cooper states that the students should recognize and know the meaning of words or lexical as soon as they see them and it is needed to allocate the time to teach how to build their vocabulary.

The students tend to read word by word, stop, thinking, and look up the dictionary and than move on to the next sentences, by the time he or she reaches the end of the sentences, he or she might lose sight of its meaning. He or she is not aware that certain words may have different meaning depend on the context. He or she is unable to recognize that certain words come from other words, through lexical simplification processes.

Lexical simplification involves modify activities that are grammatically focused and meaningfully contextual. Moreover, input needs to be comprehended by second language learners for subsequent acquisition processes to take place. This modification makes the students read a lot and be able to use their understanding of the content to sharpen their comprehension. Therefore, it is theoretical and empirical interest to inquire how input is made comprehensible to learners with limited second language learners' proficiency.[6]

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[6] Parker, K., & Chaudron, C. (2004). "*The Effect of Linguistic Simplification and Elaborative modification on L2 comprehension*", University of Hawai'I Working Papers in ESL, 6, 107-103. Retrieved from the world wideweb: http//www.yahoo.com /urano @hawaii.edu.html.. Accessed on March 30th, 2010

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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.[7]

In accordance to above explanation, and having dealt with lexical complexity which as causes the students' failure in reading, the writer is curious to conduct in investigating further the effect of lexical meaning on students' achievement in reading comprehension, emphasis on reducing the level of difficulty by means of lexical simplification to the second year students of SMA Negeri 1 Krian.

In this research, the writer chooses the student at the second year students of SMA Negeri 1 Krian as subject of this research because the student of the second year students of SMA Negeri 1 Krian has several problems in reading comprehension, one of the factors is their motivation in learning English was also still low.

Other that, the researcher chooses of SMA Negeri 1 Krian as location of research because of some reasons. First, the students in this school have difficulty in reading comprehension when they read by using original text and they lack of vocabulary while this school is International Based Senior High School in Krian. Second, and second the researcher had done *Real Class Room Teaching (PPL 2)* in this school. So, the researcher has already familiar.

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[7] Op.cit

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Based on the background above, this thesis is given the title ***"The Effect of Lexical Simplification in Reading Comprehension to the Second Year Students of SMA Negeri 1 Krian"***

B. Problem of the Study

The problems that the writer discusses in this study are formulated in the following question:

1. How is the students' score in reading comprehension who get original passage?
2. How is the students' score in reading comprehension who get the passage with lexical simplification?
3. Is there any significant difference of mean score of reading achievement between those who get lexical simplification and those who get original passages?

C. Purpose of the Study

Based on the problem above, the objective of this study are:

1. To know the students' score in reading comprehension who get the original passage.
2. To know the students' score in reading comprehension who get the passage with lexical simplification

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3. To find out whether or not there is any significant difference on reading comprehension achievement of students who gets lexical simplification and those who get original passages.

D. Significance of the Study

The writer hopes this study will be beneficial to enlarge knowledge through reading books relevant to this study. He greatly expects that the use of lexical simplification on reading comprehension can be useful for teacher of English in applying teaching and learning process. He also expects that the students will not find any troubles in reading and have strong basis reading skill to take reading subject at higher level. Hopefully, this information will be useful for teaching learning process and for improvement of the students' vocabulary and proficiency in reading comprehension and the students achieve a degree of understanding sufficiency for pleasure reading if the student finds the book too difficult to enjoy.

E. Scope and Limitation

This research will be conducted to the second year students of science of SMA Negeri 1 Krian. This study focused on the effect of lexical simplification in reading comprehension.

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F. Hypotheses of the Study

The hypotheses of the study are:

Ho: There is no significant effect of lexical simplification on students' reading comprehension at SMA Negeri 1 Krian

H1: There is significant effect of lexical simplification on students' reading comprehension at SMA Negeri 1 Krian.

G. Definition of Key Terms

Effect is the change that the first thing causes in the second thing.[8] Lexical refers to all (linguistic) words of a language.[9] Simplification is an act of rewriting of original text or material to produce simplified reading material suitable for foreign language learning.[10] Reading is the action of person who reads.[11] Comprehension is understanding, the ability to get the meaning of something.[12] And Reading comprehension is a complex intellectual process involving a number of abilities.[13]

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[8] Hornby, AS. *Oxford Advanced Learner's Dictionary of Current English, 4th* ed... (Oxford: Oxford University Press. 1994) P. 134
[9] Op.cit. P.677
[10] Urano, Ken, *Lexical Simplification and Elaboration: Sentence Comprehension and Incidental Vocabulary Acquisition.* Retrieved from the world wideweb: http//www.yahoo.com/urano@ hawaii.edu.html. Accessed on March 30th, 2010
[11] Hornby, AS. *Oxford Advanced Learner's Dictionary of Current English, 4th* ed... (Oxford: Oxford University Press. 1994) P. 968
[12] Op.cit. P. 235
[13] Harmer, Jeremy. *How To Teach English. (Longman: New Edition 2007)P.100*

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