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THE CORRELATION BETWEEN SELF-ESTEEM AND READING COMPREHENSION ACHIEVEMENT OF THE ELEVENTH GRADE STUDENTS OF SMA N 5 PALEMBANG

A Thesis by

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ABSTRACT

The objectives of this study were (1) to find out whether or not there was a significant correlation between students' self-esteem and reading comprehension achievement, and (2) to find whether or not there was significant contribution of self-esteem to reading comprehension achievement. The sample of this study was 118 eleventh grade students of SMA N 5 Palembang. The technique of collecting data was purposive sampling. In collecting the data the researcher used two kinds of instruments. The first was a self-esteem questionnaire, and the second was reading comprehension test in a form multiple choices questions. The data were then analyzed by using Pearson Product Moment Correlation of Coefficient and Simple Linear Regression in SPSS version 21. The result of Pearson Product Moment Correlation Coefficient showed that (1) there was a significant correlation between self-esteem and students' reading comprehension achievement because p-value (0.000) was higher than (0.05), and (2) there was 47% contribution of self-esteem to students' reading comprehension achievement.

***Keyword**: Correlation, Self-esteem, Reading Comprehension Achievement*

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CHAPTER I

INTRODUCTION

This chapter presents (1) background, (2) problems of the study, (3) objectives of the study, and (4) significance of the study.

1.1 Background

Nowadays, learning English has become important all over the world. English is one of the international languages which has been used as a means of communication in international relations. It is widely used in all branches of knowledge**.** Crystal (2003) states that about 400 million people have learned English as a first or native language and used it on a regular basis. The advance of technology has also contributed in the use of English. Many kinds of social media such as; Twitter, WhatsApp, Line, Facebook, Instagram and others use English as their operational language.

English is used as a foreign language in Indonesia (EFL) (Lamb, 2007). There are four skills of English that must be mastered by learners in order to communicate well and access knowledge. Those skills are listening, speaking, reading, and writing. English is taught as a compulsory subject in junior high school and senior high school levels as stated in Indonesian Curriculum in K13. The curriculum states that reading as one of the English aspects which should be mastered (Kemendikbud, 2013).

Reading is one of the language skills which has an important role in learning a language. Talebi (2015) states that reading is one of the important skill in the process of learning a language because students will add out knowledge and information when they read a reading text. By reading, students can get much information and knowledge as much as they want. If they read a lot, they will grab the success of their studies. Furthermore, Grigg and Mann (2008) state that reading is the most widely employed skill in the literate society for studying, creating awareness, building future environment, and utilizing as media to have recreation. If the students do not read a reading material, they will have a lack of knowledge and poor information.

Reading is not easy to master; people must read many reading sources to expand knowledge and to comprehend a reading text. Majority of EFL students

find it difficult to comprehend a reading passage in English. Mikulecky and Jeffries (2005) state that the problem of many students in reading comprehension is the difficulties in comprehending reading text in English.This Condition is relevant to Wasliman's (2004) research findings which show that reading score of Indonesian students among East Asian is the lowest. In addition, PIRLS (2011) (Progress in International Reading Literacy Study) revealed that the position of Indonesia is 53rd out of 58 countries.

The same findings were found by the writer when I interviewed English teacher of SMAN 5 Palembang. The writer found there were various facts for the 11th - grade students' English achievement, including reading. Based on the interview with the teacher there are three main factors causing the low level of students' reading skill, such as lack of vocabulary, lack of prior knowledge, low interest in reading and do not belive with their ability. According to the teacher only 30% of students have good scores in reading comprehension and some of eleventh- grade students of SMA N 5 Palembang have not reached the standard score.

Neyers (2002 as cited in Handayani, 2007) states that there are two main factors that affect the students' success in reading : physical (hearing impairment, visual impairment,and gender differences) and psychological (anxiety, self-esfficacy, self-esteem, motivation, and attitude). Self-esteem is one of the popular concepts in language and psychology. It refers to an individual's tendency as a person which indicates his judgments of his own worthiness or appreciation to himself. Most studies consider self-esteem as a personal judgment, opinion, internal behavior of himself. If the judgment is positive, it will lead to the success of the learner. If the judgment is negative, it leads to low academic achievement. Research findings have found about 50% of adolescents are at risk of engaging in different learning problems because of low self- esteem (Reasoner, 2004)

According to Brown (2007) reading is a cognitive process that the effective factors strongly impact all phases of the reading process. Hence, the lower standards of reading proficiency could be affected for cognitive and effective factors. Bagheri and Faghih (2012) state that one of the important factors that influences the process of reading comprehension is reader variable which is

the strategies used by readers including self-esteem, background knowledge, personality, and motivation. Juyandegan (2016) states that self-esteem is effective factors in human behavior which is more dominant than other factors which could be easily influenced by a higher or lower self-esteem. It can be suggested even if the learners have a considerable knowledge of linguistics,there are some nonlinguistic factors in the process of reading comprehension. Sweet (2011 as cited in Juyandegan, 2016) states " The reading comprehension ability of students can be a direct indication of their level of self-esteem" (p.310). Based on the statement above it can be assumed that self-esteem may have correlation with the students' reading comprehension achievement.

There are several types of research regarding correlation of reading comprehension and self-esteem and have been conducted by many researchers. Juyandegan's (2016) study focused on not only one self-esteem to reading comprehension but also students personality. He found that self-esteem is positively correlated with reading comprehension. The participants in the study were university students. Hisken (2011) examines the correlation between self-esteem of students toward their reading ability, reading level, and academic achievement. This study was completed using the University of Central Missouri library and online databases to gather articles and previous research on the areas of self-esteem, reading ability, reading level, and academic achievement. The research showed that there is a positive correlation between self-esteem and reading ability, reading level, and academic achievement. Considering the information about self-esteem, the researcher is interested in observing a study related to student's self-esteem and student's reading comprehension achievement. The objectives of this study is to know whether or not there is a significant correlation between self-esteem and student's reading comprehension achievement.

1.2 **The Research Questions**

The Research Question of the study:

1. Is there any significant correlation between the self-esteem and reading comprehension mastery of the Eleventh Grade students of SMA N 5 Palembang?

2. Is there any significant contribution of self-esteem to reading comprehension mastery of the Eleventh Grade Students of SMA N 5 Palembang?

1.3 The Objective of the Study

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

1. To find out whether or not there is a significant correlation between the self –esteem and reading comprehension achievement of the Eleventh Grade Students of SMA N 5 Palembang.
2. To find out wheter or not there is a significant correlation, the writer would like to find out the significant contribution of self-esteem to reading comprehension achievement of the Eleventh Grade Students of SMA N 5 Palembang.

1.4 The Significance of Study

The writer hopes that this study will give a contribution to English Education. First, to the teacher, the results of this study are expected to inform the EFL teacher to recognize the role of self-esteem in stimulating or hindering students reading comprehension achievement. Second, for the students, this study hopefully can help students realize that if the students have higher self-esteem, they will have better in reading comprehension achievement. Furthermore, it also hope that this study can be source for the other study. For other researchers, it can be used as valuable references for other research toward conducting correlation and reading comprehension.

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