THE CORRELATIONS AMONG READING MOTIVATION, READING HABIT, SELF-ESTEEM, PERSONALITY TYPES, AND READING COMPREHENSION MASTERY OF THE EIGHTH GRADERS OF SMPN 5 GELUMBANG

THESIS

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CHAPTER I
INTRODUCTION

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

1. Introduction
1.1 Background

Today, communication across the cultures and nation is getting more important in spreading knowledge and information among people. Language is the best medium of communication and, therefore, it is essential for human interaction. The Organization for Economic Co-operation and Development (OECD) (2009) confirms that an individual's literacy standard is related to his or her quality of life, employability and earning capacity. English, as one of the international languages, is used mostly among people in many aspects of life. In Indonesia, English is taught as a compulsory subject at junior and senior high school. Badan Standar Nasional Pendidikan (2006) mentions that junior high school students are expected to master the functional level of literacy skills which requires them to be able to communicate in written and spoken English to fulfill their needs.

English has four language skills, namely listening, speaking, reading, and writing which have to be mastered. Reading is one of the language skills as a means to enrich readers' knowledge. Reading has been considered as one of the most important parts of foreign/second language learning. Without reading, nothing can be done in the development of the competence in listening, speaking, writing and translating. It is a complex activity that involves both perception and thought (Pang, Muaka, Bernhardt, & Kamil, 2003). It is a constructive process of the reader's active participation in working out the meaning of a text. It is a problem-solving activity that the readers try to discover what the writer means and at the same time build meaning for themselves since actually the text does not have meaning but is 'potential for meaning' (Widdowson, 1979).

Unfortunately, reading is still a major problem in Indonesia. English Proficiency Index result shows that Indonesia is in the 32nd rank out of 70 countries with average score 52.91 (English Proficiency Index, 2015). In this

survey, Indonesia is included into moderate level. Moreover, Diem (2011) conducted a study at junior high schools in Palembang revealed that only 9.8% out of 356 eight graders were in an appropriate level and 71.13% were below the sixth level.

The unsatisfactory reading achievement is certainly caused by internal and external factors. Kahayanto (2005) says that internal factor is usually known as personal factor, because the factor has existed inside the reader. This factor dealt mostly with self-motivation and interest. On the other hand, the external factor has a close relationship to reading material and teacher of reading, which are related one another. In the same line, Slameto (2010) states that internal factors are usually come from students' physical and psychological factors, while external factors are usually come from parents, school, and social environment

Factors related to the students play an important role in reading. Haka (1994) adds that there are many variables involved in language learning, such as intelligence, verbal ability, study habits, self-esteem, attitudes, motivation, and personality factors. Lumsden (1994) mentions that student motivation is related to the desire to participate in the learning process. Motivation is viewed as the most important aspect of education. Motivation is vital to reading engagement because it can be a challenging activity in comparison to other available options (Wigfield, Guthrie, Tonks, & Perencevich, 2004). Moreover, Guay, Chanal, Ratelle, Marsh, Sarose, and Boivin (2010) mention that motivation is fundamental for academic achievement. Students who lack a motivation to read reduce their chances of becoming successful readers (Wigfield, Wilde, Baker, Fernandez, & Scher, 1996).

Reading motivation has become one of the main contributors to whether or not a student succeeds in elementary school (Applegate & Applegate, 2010). Gambrell, Palmer, Codling, and Mazzoni (1996) state that students want to read because they are motivated and have a desire to read. Consequently, motivation is instrumental in the reading process (Ülper, 2011). Capen (2010) cautioned that even if students have the skills and ability to read, they might not choose to read unless they are motivated. Kamil's (2003) synthesis of research on adolescent literacy found that motivation is one concept that continually surfaces as an important focus in reading and learning to read, particularly for adolescents. If

students are not motivated to read, they will simply not benefit from reading instruction.

Another factor that affects students' reading achievement is reading habit. There is a link between good reading habit and the students' academic performance generally (Issa, Aliyu, Akngabe, & Adedeji, 2012). According to Bashir and Mattoo (2012), good reading habits act as a strong weapon for the students to excel in life. It can help students get meaningful knowledge. Palani (2012) adds, reading habit is an essential and important aspect for creating a literal society in this world. It forms individuals' personality and develops their proper thinking methods, and new creates ideas. Jack (2008) mentions that reading habit can help the mind performs effectively, develop a good vocabulary, boot intellectual curiosity, mean psychological activity, and help readers to have positive set of mind. Based on the statements above it can be said that reading habit has a great influence in comprehend reading.

Self-esteem also takes important role in increasing reading comprehension achievement. Demo and Parker (1987) believe that in real situations both self-esteem and language learning are interacting variables. It means that the degree of self-esteem can affect the language learning, and vice versa. If one strengthens one factor, the other factor will be strengthened. Block and Robins (1993) adds that self-esteem is a crucial factor in the development process of teens. Self-esteem has crucial influence to the students' relationship with teachers and peers, and their academic success. Further, Brown (2007) maintained that no successful activity can be occurred without some degree of self-esteem.

Most studies (Branden, 1985; Apter, 1998; Murk, 1999; Branden, 1999) consider self-esteem as the personal judgment, opinion and the internal attitude of one's self. A positive judgment will lead learners to success. A negative judgment will lead to troubles and low academic achievement. Further, Ross and Broh (2000) find that adolescents who feel good about themselves do better in school than do those who have low-self-worth. Furthermore, Dornyei (2005) views students who have good self-esteem in their mind have high goals to achieve. While students who have low self-esteem are likely to have extremely low goals and would protect them from the anxiety of failure.

Personality, as one of the internal factors, takes crucial part in language learning. Rafanany (2013) states that personality of the human can be determine as long as they catch success. Wilz (2000) expresses the need for personality type understanding on the part of the teacher as an awareness of student personality types allows teachers to have a better understanding of the classroom dynamics and to be better able to determine what kinds of classroom activities and strategies would be most effective with a majority of students in the class. Therefore, personality is a crucial thing in teaching and learning. Since each student has different personality, then they have their own strengths and weaknesses. It means that different personality will have different ability.

In line with Diem (2011) research finding, students of SMPN 5 Gelumbang still have low average in English subject. In 2016, the average score of UN (national examination) was 38.64. It was in D category. It decresaed from the previous year. In 2015, the average score was 58 and categorized as C. Moreover, the report results of English subject in academic year 2016/2017 showed that only 16.71% out of 93 eighth graders were in good category, and 6.67% out of 103 seventh grade were in good category.

Based on things discussed above, therefore, the writer was interested in doing research entitled "The Correlations among Reading Motivation, Reading Habit, Self-Esteem, Personality Types, and Reading Comprehension Ability of the Eighth graders of SMPN 5 Gelumbang".

1.2 The Problems of the Study

Based on the background above, the problems of the study can be formulated in the following questions:

1.) Is there any significant correlation between reading motivation and reading comprehension mastery of the eighth graders of SMPN 5 Gelumbang?

2.) Is there any significant correlation between reading habit and reading comprehension mastery of the eighth graders of SMPN 5 Gelumbang?

3.) Is there any significant correlation between self-esteem and reading comprehension mastery of the eighth graders of SMPN 5 Gelumbang?

4.) Is there any significant correlation between personality types and reading comprehension mastery of the eighth graders of SMPN 5 Gelumbang?

5.) Is there any significant correlation between predictor variables (reading motivation, reading habit, self-esteem personality types) and criterion variable (reading comprehension mastery) of the eighth graders of SMPN 5 Gelumbang?

1.3 The Objectives of Study

Based on the research questions above, the objectives of this study were to find out whether or not there is any significant correlation between:

1.) reading motivation and reading comprehension mastery of the eighth graders of SMPN 5 Gelumbang,

2.) reading habit and reading comprehension mastery of the eighth graders of SMPN 5 Gelumbang,

3.) self-esteem and reading comprehension mastery of the eighth graders of SMPN 5 Gelumbang,

4.) personality types and reading comprehension mastery of the eighth graders of SMPN 5 Gelumbang, and

5.) predictor variables (reading motivation, reading habit, self-esteem, and personality types) and criterion variable (reading comprehension mastery) of the eighth graders of SMPN 5 Gelumbang.

1.4 The Significances of Study

This study hopefully provides some contributions for the students of SMP N 5 Gelumbang, the teachers of English at SMP N 5 Gelumbang, and also the other reserachers.

For the eighth graders of SMP N 5 Gelumbang, hopefully they would know that their reading motivation, reading habit, self-esteem, and personality types corelate with their reading comprehension mastery.

For the English teachers of SMP N 5 Gelumbang, hopefully it could be beneficial information to understand the corelations among reading motivation, reading habit, self-esteem, personality types, and reading comprehension mastery,

so that teachers could improve and create the factors in order to increase students' reading comprehension mastery.

For other researchers, hopefully this study would help them to know the corelations among reading motivation, reading habit, self-esteem, personality types, and reading comprehension mastery, and conduct further research to find out other factors that correlate with reading comprehension mastery.

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