THE CORRELATION BETWEEN SELF-ESTEEM AND READING COMPREHENSION ACHIEVEMENT OF ELEVENTH GRADE STUDENTS AT UPT SMA NEGERI 15 OGAN ILIR

THESIS

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MOTTO

Nothing is impossible. Anything can happen as long as we believe.

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ABSTRACT

Purnama, S. 2021.“*The Correlation between Self-esteem and Reading Comprehension Achievement of Eleventh Grade Students at UPT SMA NEgeri 15 Ogan Ilir”*. Thesis, English Education Study Program, Sarjana Degree (S1), Faculty of Teacher Training and Education of Universitas Muhammadiyah Palembang.

Advisors (I) Dr. Tri Rositasari, M.Pd (II) Andriamella Elfarissyah, S.Pd.,M.Pd.

Keywords : correlation, self-esteem and reading comprehension achievement.

The tittle of thesis was "The Correlation between Self-esteem and Reading Comprehension Achievement of Eleventh Grade Students at UPT SMA Negeri 15 Ogan Ilir". The formulation of the research" Is there any significant correlation between self-esteem and reading comprehension achievement of Eleventh Grade Students at UPT SMA Negeri 15 Ogan Ilir ". The objectives of the research was to defined to find out whether or not there is any significant correlation between self-esteem and reading comprehension achievement of Eleventh Grade Students at UPT SMA Negeri 15 Ogan Ilir. The sample of this investigation was 71 students taken by purposive sampling. The data were collected through two instruments. The data were collected through a ready-made questionnaire by Hassan and reading test. The data were analysis, the value of correlation between self-esteem and reading comprehension achievement (r-obtained=0.231) was lower than (r-table 0.233) which were significant at 0.005 level (2-tailled). Since the value of r-obtained was lower than r-table, Ho was accepted and Ha was rejected. It could be conclude that there was no correlation between self-esteem and reading comprehension achievement of Eleventh Grade Students at UPT SMA Negeri 15 Ogan ilir.

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Palembang, Novemmbmer 2021

The Researcher

SR

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CHAPTER 1

INTRODUCTION

This chapter consists of (1) background of the research, (2) problem of the research, (3) objective of the research, (4) significance of the research, (5) hypothesis of the research, and (6) criteria for testing the hypothesis.

1.1. Background of the Research

English is the most language that used in the world, therefore English has become a global language. According to Nga (2008), English dominate as a global language because English is used an official or semiofficial language, it is the main language of books, newspapers, airports and air-traffic control, international business and academic conferences, science, technology, medicine, diplomacy, sports, international competitions, pop music, and advertising (p. 261).

The development of knowledge and technology demands the social such as a studying activity. The effectively process is doing by reading, people who found of reading got new insight which increase their brightness until they be able to face the challenges on their future. Harmer (2007) states that people can be judged as literate if they can read and write in certain situation and for certain purpose some of which are more prestigious than others (p. 232). So reading skill is a reality of demand on daily activity. Although the information could be founded by other media such as television and radio, the function of reading could not change thoroughly.

Reading is one of the most basic activities in obtaining information as well as the most basic means in the human brain. If considering the reading as text linguistics, then it is defined as an activity that has a significant structure. Akbayir (2003) defines that reading comprehension is a meaningful way of understanding the structure it self by adding a specific analysis by yourself, as a result to create meaning through the transmitted statement (p. 92). Furthermore, Cox & Guthrie (2001) state that studies have consistently demonstrated the high correlation between reading and academic success (p.36). Reading has an important role in learning a language. Students learn as much information and knowledge as they want by reading, as stated by Juyandegan (2016) that two main factors affect the students' success in reading comprehension physical (hearing impairment, visual impairment, and gender differences) and psychological (anxiety, self-efficacy, self-esteem, motivation, and attitude) (p.229).

Psychological factor is a factor which comes from the inner of individual. According to Sarasota (2011), one of psychology factor is self-esteem, the word 'esteem' comes from a latten word which means to estimate (p. 7). So, self-esteem is how you estimated yourself, it is supported by Plummer (2007), that self-esteem is a primary factor in the building and maintenance of social, emotional and mental well-being and that it also plays a major part in academic achievements and physical health (p. 18).

According to Brown (2004), no cognitive or affective activity can be carried out without some degree of self-esteem, self-confidence and self-efficacy belief in your own capabilities to successfully perform that activity (p. 154). It is also supported by Juyandegan (2016) that self-esteem is considered as one of the

important affective factors because success or failure of a person depends mostly on the degree of one's self-esteem (p. 305).

Based on researcher preliminary research by interviewing and using list of questions in checklist to Eleventh Grade Students at UPT SMA Negeri 15 Ogan Ilir that related to self-esteem and reading comprehension achievement, the researcher got the students problems and the problems were, (1) the students were shy conspicuous and unable to express his/her confidence in English subject especially reading skill, (2) they were still worried about making mistake and embarrassing to expose his/her in reading skill, and (3) they looked like underestimate with their ability especially because they don't have many vocabularies reading comprehension.

Researcher has assumed that a high level of self-esteem facilitates the achievement of goals. Teachers who are aware of the levels of self-esteem their students have about themselves can develop activities and lessons that lead to success for the students. Hisken (2011) states that students who are able to achieve their goals of being successful in school, experience a boost in self-esteem and encouragement in addition self-esteem can affect many things in a students' life from their relationship with peers and teachers to their academic success (p.6). Because of this, the researcher is interesting in conducting a research, entitled: *"The Correlation between Self- Esteem and English Reading Achievement of Eleventh Grade Students at UPT SMA Negeri 15 Ogan Ilir".*

1.2.   Problem of the Research

Based on the background, the research problem was there is a significant *"correlation between self-esteem and reading comprehension achievement of Eleventh Grade Students at UPT SMA Negeri 15 Ogan Ilir?"*

1.2.1   Limitation of the Research

In research, the researcher limited the problem, researcher focused on there is a significant *"correlation between self-esteem and reading comprehension achievement of Eleventh Grade Students at UPT SMA Negeri 15 Ogan Ilir?"*

1.2.2   Formulation of the Problem

In keeping with background mentioned, the researcher formulated as follow is there a significant *correlation between self-esteem and reading comprehension achievement of Eleventh Grad Students at UPT SMA Negeri 15 Ogan Ilir?*.

1.3   Objective of the Research

Objective of this research was to find out whether or not there is a significant c*orrelation between students self-esteems and reading comprehension achievement of Eleventh Grade students at UPT SMA Negeri 15 Ogan Ilir"*.

1.4   Significance of the Research

The researcher hopes, the research useful for the teacher, for the students, for the researcher.

1. For the Teacher

This is very useful for the teacher to understand about one of psychology which one of to be a problem here, that is self-esteem of student. It will help

the teacher to more make interesting to student in reading class. So, it can increase the reading score of student.

2. For the Students

For the students when they know about their self-esteem, it will help them how to improve their ability effectively.

3. For the Researcher

The Researcher hopes that this research will give some information in development for language teaching and learning process. Especially understanding the Students' self-esteems related to the Students' reading achievement. To get success in learning, learners need to be conscious their capability as a power to reach the purpose of learning.

1.5 Hypotheses

According to Arikunto (2013), hypothesis is a tentative answer to the researcher problem (p.110). The hypotheses of this research consist of two hypotheses, they were alternative hypotheses (Ha) and null hypotheses (Ho). The hypotheses of this research were as follow:

Ha   : There was a significant correlation between self-esteem and reading comprehension achievement of Eleventh Grade Students at UPT SMA Negeri 15 Ogan Ilir.

Ho   : There was no a significant correlation between self-esteem and reading comprehension achievement of Eleventh Grade students at UPT SMA Negeri 15 Ogan Ilir.

1.6 **Criteria for testing the Hypotheses**

Sugiyono (2016) mentions that the criteria of testing the hypotheses in measuring correlation are as follows:

1. If the p-output was lower than 0,05, *Ho* is rejected and *Ha*, So there was a correlation self-esteem and reading comprehension achievement

2. If the p-output is higher than 0,05 *Ho* is accepted, and *Ha* is rejected, So, there is no correlation between self-esteem and reading comprehension achievement (p.2.57).

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