

CHAPTER I INTRODUCTION

This chapter deals with background of the problems, identification of the problems, limitation of the problems, formulation of the research questions, objectives of the research, uses of the research, and definition of terms.

1.1 Background of the Problems

The students' personality is one of the factors that influences the students' achievement. There are many personality aspects which influence the students' achievement; one of them is self-esteem. Self-esteem is the attitude of the people who show the value to appreciate their own competence. From that definition, it shows that self-esteem as the view to value how far someone believes their competence or their ability.

The students of SMP Muhammadiyah 3 Bandar Lampung are supposed to master the four skills in learning English, one of them is reading comprehension. Reading comprehension is one of important skills that should be mastered by the students because the students could get much knowledge, develop their English vocabulary, and learn many things by reading comprehension. The students get much information about everything that they never see before by reading.

The students could develop their English vocabulary by reading a lot. If they read more texts in English and try to comprehend the text, they may understand or know more about the meaning of words which they never heard, saw, or learned before. Reading ability helps the students to improve their English vocabulary. For example, the students who read a lot of English text will often find the English word, it make them more familiar with the English words and they will try to find its meaning, so they will know the meaning of many words. It may help them to communicate with each other in English because their vocabulary mastery is good. Moreover, it may help them in speaking because they have many information and knowledge from the text that they ever read, for example, when the students read the text about Fujiyama Mountain, they will know the information about it although they never go to Fujiyama Mountain, so, the students can tell about Fujiyama to others.

The basic competence requires the students of SMP Muhammadiyah 3 Bandar Lampung to have ability to comprehend the meaning of the English text based on KTSP curriculum,. They have to understand the main idea or the topic of the text. They cannot get the main point of the text if they cannot comprehend the text. If they cannot do it, they cannot fulfill the basic competence. From that explanation, it shows that reading comprehension is very important for students. However, many students especially in SMP Muhammadiyah 3 Bandar Lampung get difficulties to comprehend the English text or to understand the meaning. Besides that, some students of SMP Muhammadiyah 3 Bandar Lampung cannot believe their ability in English.

Almost all the students of SMP Muhammadiyah 3 Bandar Lampung feel worried and very nervous when they learn English, they are usually hesitant when they try to answer the English questions or express English words, or read English texts based on my pre-observation. However, there are many students who are not confident with their ability. Besides that, some of teachers do not concern to the students' personality when they teach English to their students. Besides that, they have less self-confidence, get difficult to understand the meaning of the English words, feel worried to speak in English, and get difficult in comprehending the English text.

They feel uncomfortable when they learn English because they do not trust their ability even they have learnt English since they were in elementary school. They said that they do not believe, that is why, they cannot learn English successfully because they doubt and nervous when they do their exercises and examination. They cannot believe that they can understand the meaning of English text that they are faced and they do not trust that they can answer the question of the text correctly. For example, the students usually felt so worried and nervous when the teacher asked them to do some exercises in English such as when they have to speak in front of the class or read aloud of an English text.

They usually would say to the teacher *I am nervous, I cannot do that, I do not want to do it, or I cannot answer the question*. They felt very uncomfortable when the teacher gave them reading comprehension tests or asked them to speak in front of the class or read the answer of the question or wrote the answer on the

whiteboard because they thought that they could not do it well. These students' condition showed that they had low self-esteem.

If the self-esteem of the students is high, the students will trust their own ability in English and it helps them to improve their ability included the reading comprehension ability. If the students believe their English capacity and believe that they can do English exercises which given by their teacher, their achievement will be better. For example, when the teacher asks the students to do an exercise and the students trust that they can do it, they will more confidence to do it and they will try to do the exercise well, as the result, their score will be better. Based on the explanation above, the writer supposed that there isa correlation between the students' self-esteem on their reading achievement of the first year students of SMP Muhammadiyah 3 Bandar Lampung. The writer supposed it because self-esteem may help the students to improve their abilities especially reading comprehension by influencing their confidence and motivation.

The writer expects that this research may be a reference for teachers to help their students in developing their reading comprehension ability and may help the students to realize that they should trust their own ability in English to improve their abilities and their self-confidence. Based on this explanation, the teacher is supposed to attention on the students' self-esteem to help the students improve their reading ability.

1.2 Identification of Problems

In line with the background knowledge above, there are many factors that could be identified as the problems that may affect the students' reading comprehension achievement:

- The students' reading ability is poor, so that, they get low score in reading test.
- The students' reading frequency is low, so, they unusual to understand or comprehend the meaning of English text.
- The students' vocabulary mastery is lack so they cannot understand the main idea or the topic of the text that they faced.
- The students' attitude in reading is not too good.
- The students' motivation in reading is low. It make them avoid to read the english text.
- The students' self-esteem is low so they do not believe that they can understand or comprehend the English text that they faced.

1.3 Limitation of Problems

Based on the identification of problems above, this research focus on the investigating the effect of self-esteem on the students' reading comprehension achievement,do the students with high self-esteem get reading comprehension achievement better than students with low self-esteem or not, and what problems that are faced by the students with low self-esteem in reading comprehension

because this issue could be used as reference to help the teacher and students to make a positive environmental in learning English.

1.4 Formulation of the Research Questions

Based on the limitation of the problems previously presented, the research question is formulated as follows:

1. Is there any effect of students' self-esteem on their reading comprehension achievement?
2. Do the students with high self-esteem get reading comprehension achievement better than students with low self-esteem?
3. What problems that are faced by the students with low self-esteem in reading comprehension?

1.5 Objectives of the Research

The objective of this research is to find out:

1. Whether there is a significant effect of students' self-esteem on their reading comprehension achievement.
2. Whether the students with high self-esteem get reading comprehension achievement better than students with low self-esteem or not.
3. What problems that are faced by the students with low self-esteem in reading comprehension.

1.6 Uses of the Research

This section explained about the uses of the research which was divided into two aspects as follows:

Theoretical uses:

1. The finding of the research hopefully to support the existing theories of personality and theories of reading.

Practical uses:

1. As information for the English teacher to make a positive environment in the classroom learning process by concerning the students' self-esteem.
2. As information for the English teacher to help the students to improve their self-esteem in order to develop their reading comprehension achievement.
3. To be a reference for the next researchers who will take self-esteem and reading comprehension as materials in their script or research.

1.7 Definition of terms

Self-esteem is the self-concept and self-structure may be thought of as an organized configuration of perception of the self which are admissible to awareness. It is composed of such elements as the perceptions of one's characteristics and abilities; the percepts and concepts of the self in relation to others and to the environment; the value qualities which are perceived as associated with experiences and objects; and goals and ideas

which are perceived as having a positive or negative valence. (Rogers, 1951:136-137; Suparman, 2010:65)

Reading Comprehension defines as an active cognitive process of interacting with print and monitoring comprehension to establish the meaning (Sillberstinne, 1987; Simanjuntak, 1988:15)