

## **CHAPTER 1 INTRODUCTION**

### **1.1 Background of the Problems**

One of skills that should be mastered in learning English as a foreign language is reading. People read many kinds of written forms such as brochures, letters, novels, magazines, as well as academic literature every day. They read for many purposes, instead of as a means of extending one's knowledge, it is also done to get a pleasure. However, the main purpose why people read is to get the information from the sources of reading.

Reading is a meaningful activity for everyone including students. It is a process performed by the reader to get the message conveyed by the author through the media of written language. Reading is also specific ability which enables a reader, to read the written form as meaningful language. Through reading, students can improve their knowledge, enrich their vocabulary, and it helps the students to develop other skills. Furthermore, the researcher assumes that reading is important skill to be mastered by the students because it is an initial stage for the students to continue their learning into more complex process.

In order to get message conveyed by the author through the texts, it is important for the students to comprehend the texts first. Richards and Renandya (2003:277) state that comprehension is very

important in reading activity. By comprehending the texts, the students are going to achieve the information that they need from the texts. It means that without comprehension, the purposes of reading cannot be achieved and the activity of reading becomes meaningless. Comprehension is the process of making sense of words, sentences and connected text. Unfortunately, comprehending the written words or texts is not easy to be done by students as well as the students of SMK Negeri 1 Kotabumi.

Ideally, the students at the tenth grade of SMK Negeri 1 are able to comprehend the texts that have been taught. They should be able to find out the information, make the interpretation, and analyze the main ideas from those texts. However, their reading achievement shows that most of them still get lower score in reading than the school passing grade (75). It can be seen from the teacher's document of the students' formative score in English in the following table:

**TABLE 1**  
**STUDENTS' FORMATIVE SCORE IN ENGLISH**

No	Interval	Class					Total	Percentage (%)
		AK	AP	Bk	TN	TKJ		
1	40—44	24	4	-	7	6	41	10.51
2	45—49	23	18	-	8	-	49	12.56
3	50—54	17	12	5	4	2	40	10.26
4	55—59	5	28	20	4	6	63	16.15
5	60—64	14	21	19	6	2	62	15.90
6	65—69	11	4	6	10	15	46	11.80
7	70—74	6	10	15	-	2	33	8.46
8	75—79	7	8	10	-	3	28	7.18
9	80—84	7	2	3	-	2	14	3.59
10	85—89	6	7	1	-	-	14	3.59
$\Sigma$		120	114	79	39	39	390	100%

Source: Teacher of SMK Negeri 1 Kotabumi academic year 2015/2016

From the table above, it is known that there are only about 14.36% of 390 students in SMK Negeri 1 who were successful in their reading comprehension, while 85.64% of the students still have poor achievement in their reading comprehension.

Based on the interview with the English teacher of SMK Negeri 1 Kotabumi, it is found that there are some problems considered influence students' achievement in reading comprehension. Most of the students think that to comprehend reading materials is difficult. They face difficulties when they are asked to comprehend then answer the questions based on the texts because they hardly understand the meaning of the words or phrases in the text. Besides, the students have less positive self-esteem and attitude toward English especially in reading. They feel unworthy, incapable and incompetent to others and get frustrated when they have wrong answer and afraid to try more. Then, most of them worry to share their opinions, their thought during the class. Finally, they become very passive in learning activity. Afterward, many students are not well aware of the importance of reading. They enjoyed talking to their friends when the teacher was explaining the material in the class. Hence, the main purpose of reading is not achieved.

Based on those facts, it is assumed that some crucial factors that influence students' reading comprehension come not only from outside but also inside of the learners. However, Brown (2000:64) says that external factor refers to factor come from outside or around of the learners not from the learners itself such as environment, parent, teacher, and many others. While, internal factor means as factor that come from the learner itself and relates to an individual emotion, such

as extroversion, inhibition, attitude, anxiety, self-esteem, and go on. In this research, the researcher only focuses on the internal factors. The two important factors come from inside which can influence students' language acquisition are self-esteem and attitude. Both self-esteem and attitude have a crucial role in affecting someone's success in learning a language. Self-esteem is about the value of individual places on him or herself. Moreover, Atkinson and Hornby (2002:23) states that someone who has positive self-esteem will produce great positive effect in learning a language. They will have a great power to control their emotions and feelings well. Self-esteem also expresses attitude in doing something (Brown, 2000:145). It means that if someone has a positive self-esteem, indirectly it will create positive attitude as well. For example, if the students think that they are able in English subject, automatically it will give an effect to their attitude. For instance, they will enjoy the class and become active in the learning process.

Similar to the self-esteem, Attitude also holds big influence toward language achievement. Attitude means as an individual's tendency to give a reaction toward a certain object. Djaali (2012:116) explains the importance of attitude toward learning activity including language learning. It is important because language achievement depends on either academic competence or attitude of the students towards language learning itself. This attitude is usually expressed by like or dislike, agree or disagree about something. An activity which is liked to be done by someone very much will be repeated more than once. Consequently, he or she is used to doing it and also with reading activity. When students like in doing reading as a routine activity, automatically it will improve students' achievement in reading.

Students who have positive self-esteem and attitude will finally produce a good motivation in doing something. On the other hands, it is believed that both, self-esteem and attitude could not be separated and relate each other in giving a great influence toward students' behavior and as a result on students' performance on reading, because reading achievement requires not only good academic competence but also performance of the students.

Based on those reasons, the researcher is interested in conducting a research entitled "The Correlation of Self-esteem, Attitude toward English, and Their Reading Comprehension at the Tenth Grade Students of SMK Negeri 1 Kotabumi North Lampung Academic Year 2015/2016.

## **1.2 Identification of the Problem**

Based on the background of the problems above, the researcher identifies some problems in SMK Negeri 1 Kotabumi as follows:

1. students think that reading comprehension is difficult,
2. students lack of vocabulary,
3. students have difficulties in comprehending the content of the text,
4. students have low self-esteem,
5. students have negative attitude in English.

### **1.3 Limitation of the Problem**

Based on the identification of the problem above, the researcher limits the problem on numbers 2, 3, and 4. Therefore, the researcher will focus the research on “The Correlation of Students’ Self-Esteem, Attitude toward English, and Reading Comprehension at the Tenth Grade of Students of SMK Negeri 1 Kotabumi North Lampung Academic Year 2015/2016.

### **1.4 Formulation of the Problems**

Based on the limitation of the problem, the researcher identifies the formulation of the problems as follows:

1. Is there significant correlation of students’ self-esteem and reading comprehension at the tenth grade students of SMK Negeri 1 Kotabumi North Lampung academic year 2015/2016?
2. Is there significant correlation of attitude toward English and reading comprehension at the tenth grade students of SMK Negeri 1 Kotabumi North Lampung academic year 2015/2016?
3. Is there significant correlation of students’ self-esteem and attitude toward English at the tenth grade students of SMK Negeri 1 Kotabumi North Lampung academic year 2015/2016?
4. Is there significant correlation of students’ self-esteem, attitude toward English, and reading comprehension at the tenth grade students of SMK Negeri 1 Kotabumi North Lampung academic year 2015/2016?

## **1.5 Objectives of the Research**

In general, the objectives of this research are to know whether:

1. There is significant correlation of students' self-esteem and reading comprehension at the tenth grade students of SMK Negeri 1 Kotabumi North Lampung academic year 2015/2016?
2. There is significant correlation of attitude toward English and reading comprehension at the tenth grade students of SMK Negeri 1 Kotabumi North Lampung academic year 2015/2016?
3. There is significant correlation of students' self-esteem and attitude toward English at the tenth grade students of SMK Negeri 1 Kotabumi North Lampung academic year 2015/2016?
4. There is significant correlation of students' self-esteem, attitude toward English, and reading comprehension at the tenth grade students of SMK Negeri 1 Kotabumi North Lampung academic year 2015/2016?

## **1.6 Uses of the Research**

Theoretically, this research is expected to support the previous existence theories about the correlation of self-esteem, attitude toward English, and reading comprehension.

Practically, the results of this research are hopes to be useful for some parties as follows.

a. For Teachers

This research can provide the information about the correlation of self-esteem, attitude toward English and reading comprehension. Hopefully, teachers will understand that self esteem and attitude are two important factors influence reading comprehension of the students. Therefore, the teachers can select the best strategies in teaching reading process to enhance their students' reading comprehension.

b. For Next Researchers

The result of the research can be used as reference in conducting their researches about self-esteem, attitude toward English, and reading comprehension.