

THE CORRELATION BETWEEN STUDENTS' SELF-ESTEEM AND THEIR READING COMPREHENSION IN DESCRIPTIVE TEXT AT THE ELEVENTH GRADE OF SMK NEGERI 2 KOTABUMI NORTH LAMPUNG ACADEMIC YEAR 2020/2021

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Abstract: Reading is one of four language skills in learning English, so that it is important for the students to learn reading. However, there are many students do not succeed in reading comprehension in descriptive text. Most of the students still face difficulties in reading comprehension. This happens because students' interest in reading is still low. One other problem is that many students lack self-esteem in learning. In this research aims to find out the correlation between students' self-esteem and their reading comprehension in descriptive text at the eleventh grade of SMK Negeri 2 Kotabumi Academic Year 2020/2021. Therefore, researcher carried out quantitative research to carry out further research. The population of this research all students of class XI and the researcher took 38 students as research subjects using *proportional random sampling* to take sample from the research. The instrument used by the researcher was in the form of multiple choice test and a questionnaire. In analyzing the data, the researcher used the *product moment correlation* with a significance level of 5%. The result of the hypothesis test was found that $t_{\text{observed}} 3.137 > t_{\text{table}} 0.681$, it showed that $t_{\text{observed}} > t_{\text{table}}$. Therefore, it can be concluded that there is correlation between students' self-esteem and reading comprehension in descriptive text at the eleventh grade of SMK Negeri 2 Kotabumi Academic Year 2020/2021.

Keyword: Reading Comprehension, Descriptive Text, Self-Esteem

INTRODUCTION

Reading is one of the skills that students need to master English. In reading, students need more ability and concentration to understand the text. By reading the students will get information from the author of the text. The reading

process does not just means "reading" but tries to make interaction between the reader and the text. This has to do with how readers can convey meaning through written symbols and process it into their minds.

The purpose of reading is to inform someone's interested in or to challenge

certain our methods. Someone maybe read to get information. However, sometimes, someone read only for their enjoyment, or to increase knowledge of the language being read. Furthermore, the purpose of reading is to guide the reader in selecting the appropriate text, to determine the appropriate reading comprehension.

According to Anderson and Anderson (2003:26), descriptive text describes particular person, place, or things. The generic structure of descriptive text, according to Purwati & Marta (2005), that descriptive text has two parts: 1) Identification, the identification identifies the phenomenon to be described. 2) description, the description describes parts, qualities, and characteristics of the person, place or thing to be described. Therefore descriptive text has identification and description as generic structure. The writer can describe, picture, place, human, or thing.

According to Coopersmith in Brown (2000:145), self-esteem is personal

judgment of worthiness that is expressed in the attitudes that individual hold towards his or herself. It mean that self-esteem is an important factor that can indicate positive and negative attitude of someone in getting good reading comprehension. Commonly, most of the students lack self-esteem and students don't have good self-esteem. Thus, Self-esteem is very need to build students motivation in following teaching and learning activities. By having high self-esteem, the students will have the courage to express themselves. Besides, students don't worry about how others will judge them. In contrast, the students with high self-esteem are nicer to be around. It means that the students will be accept in various conditions because their existence make a positive.

From this explanation, the researcher assumes that self-esteem may have contribution in success of learning especially reading because self-esteem may influence the students confidence and the students' learning motivation. If the

self-esteem of the students is high, the students trust their own ability in English and it may help them to improve their ability include the reading comprehension.

From the explanation above, the researcher wants to conduct this research by entitled "The correlation between students' self-esteem and their reading comprehension in descriptive text at the eleventh grade students of SMK Negeri 2 Kotabumi North Lampung academic year 2020/2021.

THEORITICAL REVIEW

Concept of Reading Comprehension

Reading is the process of understanding the content of what have been written. Reading is skill to identify and understand the writing in symbolic form. Reading also getting information about someone thought and feeling by means of writing. So, reading is communication thought and feeling between reader and writer, so the reader understands what have been read and there

is similar assumption between reader and writer.

According to Tarigan (2008:7) reading is a process that is carried out and uses by a reader to obtaine messages conveyed by a writer through words that can be seen and known by readers. In short, reading is an activity to get the meaning of a printed word or symbol and how that ability is uses to recognize, understand and interpret words.

To comprehend a text, a reader must to construct the meaning of the written text. Lems, et al. (2010:170) state that reading comprehension is the ability to construct the meaning of a given written text. Reading comprehension is not a static competency, but varies according to the purpose of the reading and the text that follow. In addition, reading comprehension is an interactive process of meaning construction. Meanwhile, Samuels (2007) in Lems, et al. (2010:148) put it simply: "To understand a text, one must identify the

words on the page and one must construct the meaning”.

Furthermore, there are three elements needed in reading comprehension. Snow (2002:11) explains the three elements are readers, text and the activities. The first element is the reader doing the understanding. A reader, when tries to understand a text, brings all his capacities, abilities, knowledge and experiences into the act of reading. The text that must be understood also has a big influence on reading comprehension. The third element is the activity in which understanding is a part. This includes the goals, processes and consequences associated with the act of reading. These three elements are interrelated in the reading process.

Referring to the definitions above, it can be concluded that reading comprehension as the purpose of reading is not only the process of identifying words but also the process of constructing and understanding the meaning of written text to get information related to the text and also

provide pleasure to students. Moreover, reading comprehension can be seen as the ability to find the author's ideas which are expressed or not in the text. The essence of reading comprehension is understanding all the information conveyed by the author. It also refers to the ability to connect between words in a text, to understand ideas and the relationships between the ideas conveyed in a text.

Concept of Self-Esteem

Self-esteem is an important aspects of the learning process to help students achieve good result in every material. According to David (2003:128) “self-esteem is one of the most important psychological concept to understand when managing a class and try to understand the behavior and attitudes of the children an of ourselves.” Branden in Murk (2006:19) defines sel-esteem as comptence and worthiness. It needs a sense of personal efficacy and self-respect. In addition, sel-

esteem is understood as relatively characteristics like personality or intelligence which is seen a trait (Murk, 2006:33).

According to Royal Melbourne Institute of Technology (RMIT) Conseling Service (2009:3) self-esteem is personal perception about his or her worth. It is about the value as a person by regarding his or her work, status, achievment, strengths, weaknesses and others. It can be expressed by certain attitude. High self-esteem is shown by positive attitude towards one self. For example, students actively in the teaching learning process because they have high motivation to develop themselves. On the countrary, low self-esteem is shown by negative attitude.

Based on the definitions of some experts about self-esteem above, it can be concluded that self-esteem is a personal belief or judgment that person gives to someone. It is about certain attitude that someone expresses as the value of someone life. The attitudes those he expresses can be

positive or negative. Positive attitude of a person shows that someone has high self-esteem.

RESEARCH METHODOLOGY

This research is descriptive quantitative research of interactive correlation research. Sugiyono (2010:37) states that interactive correlation is a correlation that has one variable influence to other variables which is implemented in quantitative data. So in this case, independent variables and dependent variables are having close correlation with each other.

According to Arikunto (2010:161), a variable was defined as something that varies from one case to another. The dependent variable was variable which was influenced by independent variable. Independent variable was the variable which influences dependent variable. This research has two variables, those were independent variable (X) and dependent variable (Y). The independent variable was

self-esteem (X). Dependent variable was reading comprehension (Y).

The data resource in this research had taken from the eleventh grade students of SMK Negeri 2 Kotabumi North Lampung Academic year 2020/2021. The eleventh grade students had five departmen there were OTKP, AKL, TKJ, PKM and BDP. The sample of this research is one class of eleventh grade students of SMKN 2 Kotabumi which consist of 34 students.

In this research, the researcher selected several students from each class as samples in this research was 38 students who carry out learning activities online. This Research used Proportional random sampling technique. Proportional random sampling technique was the sampling technique applied in this research, for the sampling technique was proportional in randomly, each member of the population has an opportunity to be selected as members of the sample and each class was represented to be the sample in this research (Sugiyono, 2014: 64).

Research instrument is tool that used by researcher to measure the variable. The instrument used questionnaire and multiple choice to collect the data. The questionnaire used to get score of students' self-esteem, and multiple choice used to get score of their reading comprehension. The researcher try out the instrument before it was used as the instrument in this research to get valid and reliable instrument. This Research used Proportional random sampling technique.

The validity of the instrument was calculated with formula point biserial correlation. The formula was as follows:

$$r_{pbis} = \frac{M_p - M_t}{S_t} \sqrt{\frac{p}{q}} \quad (\text{Arikunto, 2010:79})$$

The criterion of validity test was the calculation result of r_{pbis} ($r_{observed}$) was consulted with r_{table} score. If $r_{observed} \geq r_{table}$ it means the instrument was valid and then the instrument can be used for the research. Usually the minimum requirement to consider the validity qualify if $r = 0.3$. Then, to measure the validity of instrument test

from self-esteem, the research used Pearson Product Moment correlation.

To analyzed the reliability of test instruments from the students' reading comprehension, it was used kind of reliability with two fissures or usually called as Split Half. For the reliability test of the questionnaire of self-esteem, the researcher used Cronbach's Alpha Formula.

The researcher, the data was collected by presenting the tests to the students. Moreover in applying the test the researcher has two tests that consist of reading comprehension which consist of 40 questions by doing an objective test, and questionnaire of self-esteem which consist of 40 statements by doing an objective test, it will be conducted to find out the students achievement in both of variables.

Data analysis was a process to know the interpretation of the data which was collected to be concluded (Arikunto, 2010:53). In this research, the researcher analysis the data that has been collected by

using statistical analysis. This statistical analysis was used to measure what her there was the correlation between students Self-esteem and Reading comprehension at the eleventh grade of SMK Negeri 2 Kotabumi North Lampung.

Normality test was used to know whether the data were normally distributed or not. According to Sudjana (2005:466) the formula of Lilliefors's was appropriate to measure the normality of the data.

Before to the next step to analyze the data, it was done homogeneity test. It was because the researcher must find whether the samples of the research were really homogeneous or not, and to measure the homogeneity was used formula of Bartlett and the test criteria are: H_0 is accepted if $\chi^2_{count} \leq \chi^2_{table}$ of chi-quadrade, it means that the data was homogeneous. According to Sudjana (2005:263).

RESEARCH RESULT AND DISCUSSION

The research result has to analyzed first before taking the conclusion. The data analysis was an important part in quantitative research. It was started from the tryout of the instrument which consist of reading test and questionnaire. The tryout was used to find out the validity and reliability of the instrument. It was followed by 34 students, the researcher conducted tryout at the class eleventh accounting 1 of SMK Negeri 2 Kotabumi through daring using the google form. The tryout consisted of 40 questionnaires of students' self-esteem and 40 multiple choice items for reading comprehension test.

Validity and Reliability of Students' Self-Esteem and Reading Comprehension

The validity of the instrument on self-esteem was calculated using the researcher used pearson product moment formula. There were 40 items which were used by the researcher for tryout. The validity test that there were 20 items and there were 20 items invalid. Meanwhile, for measuring

the reliability of the instrument, the researcher used Cronbach's Alpha Formula (Arikunto, 2010: 239). The result of reliability of students' self-esteem by using Alpha Formula was presented as follows: $r_{11} = 0.835$, $r_{table} = 0.339$, Description = The instrument is reliable.

The result and analysis of instrument tryout for reading comprehension test the reasearcher got 20 valid items from 40 items test which could be used in the reasearch. The validity test that there are 20 items were valid and there were 20 items invalid. The reliability of students' understanding in conditional sentences was calculated by using Split Half. The criterion or reliable instrument was if r_{11} bigger than r_{table} in significant level 5% and $n = 38$. Tthe criterion from the calculation of reliability test which was the result of calculation of $r_{observed}$ (r_{11}) was bigger than r_{table} in significant level 5% and $n = 50$. It was found that $r_{observed}$ for instrument students' understanding in conditional sentence was

bigger than r_{table} $0.794 > 0,339$. It could be said that the instruments was reliable.

Result of the Data Analysis

In order to know whether there was correlation between two variables, the researcher analyzed the data those has been collected. Before using product moment formula, the researcher conducted prerequisite test which consists of normality test and homogeneity test.

Normality Test of the Data

The normality test used to know whether the data from the sample was normal or not. In this research, the researcher used liliefor's formula that has the criteria if $L_o < L_{tabel}$, the data has normal distribution. The result of normality test, it was known that L_{count} of the students' self-esteem = 0,143 was smaller than $L_{table} = 0,144$. So, H_0 was accepted. Thus, it can be concluded that the data of students' self-

esteem has normal distribution. For students' reading comprehension, it was known that $L_{count} = 0,143$ was smaller than $L_{table} = 0,144$. So, H_0 was accepted. Thus, it can be concluded that the data of students' reading comprehension has normal distribution.

Homogeneity Test of the Data

After conducting the normality test, it was continued by conducting homogeneity test to find out whether the data were homogeneous or not. The calculation of homogeneity test was done using the formula of *Barlett Test* that has the criteria if $x^2_{count} \leq x^2_{table}$, the data was homogeneous. Based on the calculation of homogeneity test, the result showed that $x^2_{count} = 2,936$ and $x^2_{tabel} = 3,841$, so that $x^2_{count} < x^2_{tabel}$. It can be concluded H_0 was accepted.

Hypothesis Test

After the data were normally distributed and homogeneous, the hypothesis was tested using the Pearson Product Moment formula. Hypothesis test was complete. After the results of using Pearson's product moment formula were carried out, the researchers continued to calculate the significant correlation results using the formula t-test to determine the significant relationship between the two variables in this study, namely; self-esteem and reading comprehension. The results of hypothesis testing were as follows: Based on the results of correlation test, the results of r_{xy} was 0.463 and the score of r_{table} of product moment with $n = 38$ and significant level 0.05 was 0.320. So, that $r_{observed}$ greater than r_{tabel} or $0.463 > 0.320$.

After analyzing the correlation by multiple correlation formula, the researcher continued to analyzed the significance test by using T-test formula. Based the result , it was found that the value of $t_{observed} = 3.137$ and $t_{table} = 0.681$. the test said significant if $t_{observed} (3.137) > t_{table} (0.681)$.

Discussion

This research was conducted in SMK Negeri 2 Kotabumi North Lampung. The data was collected on September 2020. The purpose of the data analysis in this researcher was to measure the significant correlation between self-esteem and reading comprehension. The hypothesis test from the calculation, it was found that $r_{count} (0.463)$ was greater than $r_{table} (0.320)$, so it can be concluded that H_0 was rejected. It means that there is correlation between students' self-esteem and reading comprehension, and it was categorized into high correlation. then, the significance test shows that the correlation between students' self-esteem and reading comprehension

Based on the result of the research "The Correlation between Student Self-Esteem and Their Reading Comprehension in Descriptive Text at the eleventh grade of SMK Negeri 2 Kotabumi North Lampung Academic Year 2020/2021", which showed

that H_a was accepted which means that there was a significant relationship between student self-esteem and reading comprehension of eleventh grade students of SMK Negeri 2 Kotabumi. with the results of the significant test (t-test) obtained the observation result was 3.137 while the t_{table} was 0,681. Significant criterion was if $t_{observed} > t_{table}$.

CONCLUSION

Based on the result of the research and the discussion in the previous chapter, it can be conclude that there is significant correlation between self-esteem and reading comprehension at the eleventh grade students of SMK Negeri 2 Kotabumi North Lampung academic year 2020/2021.

Based on the data analysis hypothesis test in this research, the researcher found that there is a significant relationship between students self-esteem and the reading comprehension. It is known from significant test result (t-test) obtained

$t_{observed}$ 3.137 while t_{table} is 0,681. The criterion of significance is if $t_{observed} > t_{table}$. This means that the alternative hypothesis (H_a) is accepted.

Based on the conclusion of the research, there are some suggestions given by the researcher related to the result of the research which has been explained in previous chapter.

1. For the Teacher

If the teacher wants to increase students' reading comprehension, the teacher should increase students' self-esteem. it means the teacher should give more attention and support for the students who have low self-esteem. Thus, the students can believe in themselves that they can get good achievement in learning process.

2. For the Next Researcher

The other researchers these findings are also expected to be a reference for further researches that concern on reading comprehension in understanding descriptive text and self-esteem. For the

next researchers it is suggested to be more proactive in distributing research questionnaires and searching data, as well as not only using google form, so that the data obtained is more optimal and possible researchers in overcoming possible problems do not understand the purpose of this research questionnaire.

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