THE EFFECT OF STUDENTS' SELF-ESTEEM ON THEIR READING COMPREHENSION ACHIEVEMENT

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Abstract

Penelitian ini bertujuan untuk mengetahui apakah ada pengaruh antara penghargaan diri dengan kemampuan memahami bacaan dan apakah siswa dengan penghargaan diri yang tinggi lebih baik kemampuan memahami bacaanya dibandingkan dengan siswa yang memiliki penghargaan diri yang sedang dan rendah. Penulis memberikan soal-soal berupa teks kepada siswa dan angket untuk mengetahui tingkat penghargaan diri siswa. Penulis menggunakan desain *Ex Post Facto* pada penelitiannya dan *One-Way Anova* untuk menganalisa hubungan anta kedua variabel tersebut. Pada penelitian ini, ditemukan bahwa ada pengaruh yang signifikan antara penghargaan diri terhadap kemampuan memahami bacaan pada siswa dengan sig 0.000 (sig > 0.05).

This research is to investigate the effect of students' self-esteem on their reading comprehension achievement and to find out whether students with high self-esteem get reading comprehension better than students with middle and low self-esteem. The writer administered the test of self-esteem and reading comprehension at the first year students. The writer used the *Ex Post Facto* as the research design and *One-Way Anova* to indicate the effect of students' self-esteem on their reading comprehension achievement. In this research, the writer found that there is significant effect of students' self-esteem on their reading comprehension achievement with sig 0.000 (sig > 0.05).

Keywords: *achievement, reading comprehension, self-esteem*

Introduction

Self-esteem is the one of popular concepts in language and psychology. It refers to an individual's tendency as a person which indicates their judgments of their own worthiness or their appreciation to their own. Self-esteem is divided into two aspects: self confidence which is the sense of efficacy and self respect which is the sense of worthiness (Branden, 2001). According to Brandens' statement, self-esteem is self-confidence (a feeling of personal capacity) and self-respect (a feeling of personal worth) that affect every people to believe that they have capacity to defend their life, understand and solve problems, get happiness and good respect from other people.

Based on theory above, it indicates that self-esteem is important thing because it influences the people's reaction to respond something that they face in their life especially the students. For example, they respond to others and themselves in positive ways if their self-esteem is positive. It is also supported by the theory from Block (2011) that self-esteem is a crucial factor in the developmental process of teens. It means that self-esteem is the crusial aspect that influence the students developmental included developmental of their ability.

From this explanation, the writer 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 ability.

Study conducted by Timothy et al. (2001) suggest that self-esteem strongly correlated with oral communicative skill and the students with low self-esteem can not express their opinion or their idea in English confidently. Other studies, Richardson (2003) indicates that self-esteem affect the students' reading comprehension achievement. It means that self-esteem is not only having a relationship between speaking and writing ability but also reading comprehension. Besides that, "The reading ability of students can be a direct indication of their level of self-esteem" (Sweet, 2011). It can be assumed that self-esteem may effect the students' reading comprehension achievement.

The readers have many goals when they read something. As Suparman (2007:1) states, there are two major reasons for reading: reading for pleasure (to entertain the readers) and reading for information (to find out something or how something do with the information readers found). Following this statement, reading is one of the activities to get some information or satisfaction by using loud voice or silent style in comprehending the text refering the readers' purposes or goals.

Clark and Sillberstein (1987) state that reading as an active cognitive process of interacting with print and monitoring comprehension to prove meaning. Moreover, Nuttal (1985) defines reading as the meaningful interpretation of printed or written verbal symbols. Following those theories, reading is the interaction between perception of the symbols that represent the language and the readers' language skill, cognitive skill, and the knowledge of the readers and the

method of the readers try to match their perception with the authors' perception; Therefore, the readers can understand the meaning of the text.

Methodology

This research was quantitative by nature. The writer uses *Ex Post Facto* design to investigate the correlation between two variables without do experiment (Setiyadi, 2006:144). The writer chose this research design because she tried to investigate whether there was any correlation between self-esteem and the students' reading comprehension achievement or not and how the self-esteem could influence the students' reading comprehension achievement.

Ex Post Facto design was as follows:

$$X \Longleftrightarrow Y$$

Note:

X : The students' self-esteem test

Y : The students' reading comprehension achievement test

The population of this research is the first year of SMP Muhammadiyah 3 Bandar Lampung in academic year 2012/2013. There were six classes (VII A- VII F) with total number 256 students. There were 141 boys and 115 girls. The sample of this research would be taken by using simple random sampling where every first year student of SMP Muhammadiyah 3 Bandar Lampung could be chosen as the sample of this research. However, the writer would choose only one class to be the sample of this research by using lottery.

Results of the Research

Rosenberg's classification (1965) devides self-esteem into three levels: low, middle, and high self-esteem. The low self-esteem was the score which was less than 15, the middle self-esteem was the score ranging from 15 through 25, and the high self-esteem was more than 25. The following table shows the self-esteem scores of the first year students of SMP Muhammadiyah 3 Bandar Lampung.

Table 1. Students' Self-esteem Score

No	Interval Score	Classification	Frequency	Percentage
1.	>25	High	5	13.52%
2.	15-25	Middle	24	64.86%
3.	<15	Low	8	21.62%

Based on the table 1, the writer found that there were 5 (13.52%) students that had the high self-esteem, 24 (64.86%) students had middle self-esteem, and 8 (21.62%) students had low self-esteem. It showed that most students of the SMP Muhammadiyah 3 Bandar Lampung had middle self-esteem because there were many students that had self-esteem scores 15-25 (24 students, 65%).

The writer classified the students' reading comprehension scores into three levels, the students' reading comprehension scores would be explained on the following table:

Table 2. The Students Reading Comprehension Score

No	Interval Score	Classification	Frequency	Percentage
1	> 63	High	8	21.62%
2	55-65	Middle	19	51.35%
3	< 55	Low	10	27.03%

According to table 2, the writer categorized the students' reading comprehension scores as high, middle, and low score. The high score was more than 65, the middle score was the score ranging from 55 through 65, and the low score was less than 55. From the table 5, the writer found that there were 8 (21.62%) students got high score, 19 (51.35%) students got the middle score, and 10 (27.03%) students got low score.

After analyzing the data, the writer tested the hypothesis testing to show whether the research hypothesis or H_1 is accepted or not. The writer used Pearson Correlation SPSS 16.0 to analyze whether there is significant effect of students' self-esteem on their reading comprehension achievement. Those two variables were considered significant if only the value $p<0.05$ and if the $p>0.05$, it means that there is no significant significant effect of students' self-esteem on their reading comprehension achievement.

To see the effect, the writer analyzed dependent variable (self-esteem) and independent variable (reading comprehension achievement). The independent variable, variable is influenced by dependent variable, is the students' reading comprehension achievement and the dependent variable, the variable which influence the independent variable, is self-esteem. This research used the result computation significant 2-tailed to show that the significant effect of students' self-esteem is highly significant since Sig.2 tailed < α ($p < 0.05$). The result of the significant effect will show as follow:

Table 3. Effect of Students' Self-Esteem on Their Reading Comprehension Achievement.

ANOVA

Reading Comprehension Achievement

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	2028.491	2	1014.245	14.099	.000
Within Groups	2445.833	34	71.936		
Total	4474.324	36			

The writer found that there is a significant effect of students' self-esteem on their reading comprehension achievement because the value of Sig (2-tailed) is 0.00 less than 0.05. As the hypothesis testing that were explained before if $F_{value} < F_{table}$, it means that H_0 (The null Hypothesis) is accepted and H_1 is rejected. If it happened, it means that, there is no significant effect of students' self-esteem on their reading comprehension achievement. If $F_{value} > F_{table}$, it means that, H_1 is accepted and the null hypothesis (H_0) is rejected. It means that there is significant effect of students' self-esteem on their reading comprehension achievement.

Following the result of SPSS above, it means that H_1 is accepted and H_0 is rejected because $F_{value} > F_{table}$, (14.099 > 3.275898, see Appendix 9 and 11). The writer concluded that there is a significant effect of students' self-esteem on their reading comprehension achievement. It could be concluded that if the self-esteem was good, the reading comprehension achievement would be good because they felt more confident with their own ability. It could be proved by the score of the students reading comprehension test. It would be showed by the table below:

Table 4. Students' Reading Comprehension Test Scores Based on Their Self-Esteem Scores

Self-esteem score	Reading self esteem score
< 15	35-50
15-25	55-65
>25	70-80

It is also shown by the *Scheffe of One-Way Anova*, as follows:

Table 5. The Scheffe of One-Way Anova

Multiple Comparisons

ReadingComprehension
Scheffe

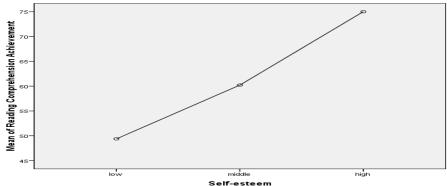| (I) SelfEsteem	(J) SelfEsteem	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Low	middle	-10.833*	3.463	.014	-19.70	-1.97
	High	-25.625*	4.835	.000	-38.00	-13.25
Middle	Low	10.833*	3.463	.014	1.97	19.70
	High	-14.792*	4.169	.005	-25.46	-4.12
High	Low	25.625*	4.835	.000	13.25	38.00
	middle	14.792*	4.169	.005	4.12	25.46

*. The mean difference is significant at the 0.05 level.

The table 5 above shows that the students with high self-esteem get reading comprehension achievement better than students with low self-esteem. it is proved by the significant value between the mean score of reading comprehension of students with high self-esteem and the mean score of reading comprehension of the students with low self-esteem is 0.000. it means that there is significant effect of students' self-esteem on their reading comprehension achievement because the students with high self-esteem get good score in their reading comprehension test.

To make the information clearer, graph 5 shows the ranging of students' reading comprehension scores based on their self-esteem scores:

Graphic 1. Mean Plots of Reading Comprehension Scores based on the Self-esteem Scores

The table 5 and graphic 1 show that the students with low self-esteem only get the reading score 35-50. The writer found that the students with low self-esteem also get low score in their reading comprehension. It means that self-esteem has positive influence on the students' reading comprehension achievement because if the students' self-esteem is low, their reading comprehension scores will be low too.

Discussions

The students with high self-esteem were more confident than those with low self-esteem and they trust their own capability, so that, they could decide the answer of the questions by themselves. Besides that, the students with low self-esteem could not believe that they could answer the question correctly, so, they got difficulties to answer the questions but they could not try to solve their problem by themselves. They tried to avoid their problems.

On the other hand, the students with high self-esteem would try to solve their faced problems. For example, when the students with high self-esteem got difficulties to understand the meaning of word in the exercise, they would try to know the meaning of the word by consulting dictionary or asking the teacher if they did not find the meaning of word on the dictionary. If they got difficulties to find the main idea of the text, they would try to read all of the sentences and looked for what thing that were told more in the text; they would not think to cheat their friends' answer.

The students with high self-esteem also got good reading comprehension scores because they had more self-confidence than the low students. As the explanation above, the students with high self-esteem would be more confident than the students with low self-esteem and they would have high motivation in learning, so that, they had a desire to improve their ability especially in foreign language learning. Self-esteem could increase their self-confidence which made them more active and productive than the students with low self-confidence because they trust themselves more than the low students'. They almost did not have negative response to themselves and felt they have good quality. This condition made them easy to develop their competence especially in reading comprehension.

Self-esteem influences not only students' self-confidence but also their motivation in their learning process. The students with high self-esteem have more motivation to learn, so that, it helps the students to improve their achievement. For example, the students with high self-esteem make students have high motivation;

they would be curiosity students and they always try to get the knowledge from their teacher or their textbooks.

Self-esteem influences the students' reading comprehension by making the students become more confident and have more motivation in learning process, so, it can improve their ability and help them to develop their achievement especially their reading comprehension achievement. Besides that, the students with high self-esteem get reading comprehension achievement better than the students with middle and low self-esteem.

Conclusions

In line with the results of the data analysis and discussions, the following conclusions are given: The writer concluded that the self-esteem influences the students' reading comprehension by making them more confident and motivated in learning process so that it can improve their reading comprehension achievement. Besides that, The students with high self-esteem get reading comprehension achievement better than the students with low self-esteem. The problems that are faced by the students with low self-esteem is to understand the meaning of the words. It is shown by the students' answer of the interview that they get difficult to get the meaning of words in the text when they reading, so that, they do not believe that they can comprehend the text well. All students with low self-esteem says that they get difficult to get the meaning of words in the text when they reading, so that, they do not believe that they can comprehend the text well. They are also doubt when they answer the reading comprehension test, so

that, their reading comprehension are bad. The writer suggests to the English teachers that they should appreciate students so that they have positive appreciation on themselves. Besides that, the English teacher may not underestimate the students to avoid students' feeling imferior.

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