

# **CHAPTER I**

## **INTRODUCTION**

This chapter presents the background of the study, focus of the study, purpose of the study, formulation of hypotheses, significance of the study, scope and limitation of the study, and definition of the key terms.

### **A. Background of study**

Language consists of a system of symbols that function reciprocally and are composed of the sound elements of human speech. According to the book *Khazanah Antropologi* (2009) published by the Bookkeeping Centre of the Ministry of National Education, language is one of the most basic human abilities and is the hallmark of *Homo Sapiens*. Linguists state that although animals have the ability to use symbols or signs to communicate, the communication system used by animals does not consist of language. Humans differ from animals in that they interact through language, which is used to exchange speech. Language has the main purpose of fulfilling human communication needs. Language is also closely related to the development of human culture. Language influences cultural development in three ways.

According to Systemic Functional Linguistics (LSF), language is a social semiotic that functions in cultural situations and contexts, both spoken and written. LSF views language as a construction formed by function and system simultaneously. Language is a system of communication through sound, which is carried out through the organs of speech and hearing, among

members of a particular community, and uses vocal symbols that have arbitrary conventional meanings (Pei 1966:141).

Language is the first component of culture. Language exists in every aspect of human life. So, to understand the development of a culture, the language of the people must be learnt first. Secondly, language as a tool to show social class. Language can show the pattern of social relations and stratification of society. The more refined the language or the more standardised the language used, the higher the status of a person in society. However, in a society where a person who can master various foreign languages, for example, can master English, the society considers that person to be smart. English in our country is still considered a foreign language, not a second language like in India and Malaysia. English has become an international language and is important to master in this era of globalisation.

In Indonesia, English is taught as a compulsory subject from primary school to university level. One of the skills that need to be mastered in learning English is script reading. Reading is an activity that must be done by everyone, especially for students. Referring to Law No. 20 of 2003 on the National Education System and Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 23 of 2015 on Cultivating Budi Pekerti, reading culture is a very important culture to develop.

Reading ability has a great influence on the ability of other learning materials. According to Fergus Craik & Robert Lockhart (1972), "Levels of Processing" which explains that reading comprehension depends on the level of depth of information processing. Reading is a very important process to gain

knowledge. Reading is one of the most important language skills in addition to the other three language skills of listening, speaking and writing. Reading a newspaper, for example, will provide more knowledge than watching news on television. Nowadays, students learn more through sources from the internet. However, not all sources from the internet are valid and can be understood by students. Observations showed that despite having read the material many times, students still had difficulty understanding what they read.

Based on initial observations and some previous research, many students face difficulties in reading English texts and struggle to understand what they read. This can be caused by various factors, one of which is students' perception of the English subject itself. Difficult text reading comprehension can lower students' self-confidence.

Self-confidence also plays an important role in reading ability. People who have high self-confidence will be more willing to try new things, study harder, and overcome difficulties more easily. Self-confidence is one of the important attitudinal aspects that is very influential in human life. Self-confidence is not an acquired trait (intrinsic) but rather gained from life experience, and can be taught and instilled through training. Bandura, A. (1977) states that people with high self-efficacy tend to be more able to achieve their goals.

Academic achievement is the result achieved by students in the teaching and learning process at school. This achievement can be influenced by various factors, one of which is self-confidence. Students who have high self-confidence tend to have better learning motivation, which in turn can

improve their academic achievement. Hambly, K. (1992) argues that self-confidence refers to having faith in oneself and being able to handle any situation calmly. Hixsen (2001) states that self-confidence is an important component that affects students' reading ability. Rohayati (2011) states that there are still many Indonesian students who lack self-confidence. If students face a problem, they will feel nervous and tense. The results of the TIMSS mathematics study (2008: 68) show that the confidence of Indonesian students is still low, which is below 30%.

Previous research conducted by SA Rodiyah (2020) with title “The Correlation Among Self Confidence, Self Efficacy, and English Reading Achievement of Second Grade Students of MAN 3 Nganjuk”. This result of this study showed a correlation between Self-Confidence, Self Efficacy, and English Reading Achievement. This study emphasises that both psychological factors play an important role in the learning process and can improve students' academic achievement, especially in reading skill.

Another research was conducted by Selly Septia, Mohamad Syarif Sumantri, and Uswatun Hasanah (2021). They are from Universitas Negeri Jakarta, dan meneliti di SDN Panarangan 2 Bogor. The study sought to evaluate the link between self confidence and communication abilities among fifth-grade students. This result of this study found substantial association between self confidence and communication skills in fifth-grade students. With this, the researcher took a slightly different title to see if there is a correlation if reading comprehension is paired with confidence in reading. Because the above studies all refer to self-confidence in general, so the researcher will take self-

confidence in reading. Of course, it will create a different research instrument with questions that are more specific to self-confidence in reading, not just general self-confidence.

The researcher conducted a study at SMAN 1 Gondang Tulungagung to measure whether there is a correlation between students' self-confidence and reading comprehension among tenth-grade students at SMAN 1 Gondang Tulungagung. Based on the description of the background above, and because no research has examined, therefore the researcher decided to take the title "THE CORRELATION BETWEEN STUDENTS' SELF-CONFIDENCE IN READING WITH THEIR READING COMPREHENSION AT SMA NEGERI 1 GONDANG" to be addressed in this study.

## **B. Formulation of Research Problem**

Based on the background description above, the formulation of research problem already created by researcher in this study is presented directly to the following question: "The formulated of the research problem is "Is there any significant correlation between students' self confidence in reading with their reading comprehension at SMA Negeri 1 Gondang?"

## **C. Purpose of the Research**

The purpose of this study is to find answers to the formulation of the aforementioned problem. So, based on the above formulation problem, the purpose of the study is, "to Find a Significant Correlation Between Students'

Self Confidence in reading with their Reading Comprehension at SMA Negeri 1 Gondang ”.

#### **D. Formulation of Hypotheses**

Hypotheses are temporary answers to questions derived from previous studies or theories. There are two hypotheses used in this study, which are as follows:

##### 1. Null Hypotheses (Ho)

There is no significant correlation between students' self confidence in reading with their reading comprehension at SMA Negeri 1 Gondang”.

##### 2. Alternative Hypotheses (Ha)

There is a significant correlation between students' self confidence in reading with their reading comprehension at SMA Negeri 1 Gondang.

#### **E. Significance of the Study**

##### 1. Theoretical Benefits

This research provides a better picture of the relationship between students' confidence in reading and reading comprehension. This research is expected to be an additional information or reference in the world of education, especially in the academic field of reading, information or reference in the world of education, especially in the academic field of reading in knowing the relationship between students' self-confidence and their reading comprehension.

## 2. Practical Benefits

### a. For Researcher

To find out the correlation between students' self confidence in reading and students' reading comprehension in the field of academic reading, especially at the high school level.

### b. For Class X of SMAN 1 Gondang

This research provides some important information regarding the correlation between students' self confidence in reading and their reading comprehension. It also provides a detailed analysis of the correlation between students' self-confidence and their reading comprehension.

### c. For Teachers

This study is useful in providing information regarding the correlation between students' self confidence in reading and their reading comprehension, so that lecturers can use it to help them in checking students' work. So that teachers can know how to help students in academic reading.

### d. For Future Researcher

The results of this study can be used by future researcher as supporting materials for further research studies and development. The results of this study can be used by future researcher as supporting material for future studies and research development in researching matters related to similar topics.

## **F. Scope and Limitation for this Research**

The scope of this study covers the correlation between students' self-confidence and reading comprehension of class X students of SMAN 1 Gondang. This study used a quantitative approach with a correlational design and involved all students. This study focused on the specific context of SMAN 1 Gondang and did not explore the impact of different text types or genres on the relationship between students' self confidence in reading and their reading comprehension. Limitations of this study include its focus on a specific school, namely SMAN 1 Gondang, which may limit the generalisation of the findings to other educational settings. In addition, this study did not explore the impact of different text types or genres on the relationship between students' self-confidence in reading with their reading comprehension, which could provide valuable insight into the nuances of this correlation.

## **G. Definition of Key Terms**

To avoid misunderstanding, confusion, and ambiguity about concepts on this research topic, the explanations and definitions of key terms used in this research will be explained by the researcher:

### **1) Self Confidence**

One of the keys to success for students learning or speaking English is confidence. Self-confidence is the ability to persuade and self-awareness in carrying out tasks and choosing successful actions. It involves confidence in their ability to handle increasingly difficult situations as well as confidence in their judgement or point of view.



Learners who have high self-confidence will dare to speak and interact with others in any situation, both inside and outside the classroom (Syafitri, A., Yundayani, A., & Kusumajati, 2019).

Believing in oneself and being ready to take appropriate action is the basis of self-confidence. According to Raghunathan (2000), self-confidence is a person's belief in themselves, their knowledge and abilities. Confidence in reading is more important than other traits and abilities.

Reading confidence is a person's belief in their ability to understand and enjoy the text they are reading. Reading confidence includes the ability to overcome difficulties in reading, such as difficult words or complex concepts, and create a feeling of comfort and confidence when reading in front of others or in an academic context. Regular practice, better understanding, and support from the neighbourhood can improve this confidence.

## **2) Reading comprehension**

Reading comprehension is the capacity to read, a multifaceted and complex talent. Decoding, fluency, vocabulary, understanding sentences, applying prior knowledge and reasoning, and cohesive sentence structure are some of these elements.

Sentence construction and cohesion involve understanding how sentences are constructed and how ideas are connected within and between sentences; decoding is the ability to sound out words; fluency is the ability to read fluently and quickly; vocabulary is the understanding of the

meaning of words; and applying prior knowledge and reasoning is the ability to connect new information with prior knowledge.