

## CHAPTER I

### INTRODUCTION

#### 1.1 Background

Reading skills are one of the fundamental competencies that are crucial in the learning process, especially in the context of secondary education. At the high school level, students are expected not only to read but also to comprehend and analyze texts, including analytical exposition texts. Analytical exposition texts are a type of text that aims to convey information and arguments clearly and logically, making this skill essential for supporting students' academic success.

However, reading ability is influenced not only by cognitive factors but also by psychological factors, one of which is self-confidence. According to Bandura (1997), self-efficacy, or an individual's belief in their ability to perform specific tasks, significantly affects their motivation and behavior. Self-confidence can influence how students interact with learning materials, including reading and understanding texts. Students with high self-confidence tend to be more active in the learning process, more willing to ask questions, and better able to face challenges. Conversely, students with low self-confidence may feel anxious or afraid to participate, which can hinder their reading skill development.

Self-confidence is an internal construct which plays a key role in the learning process. High-self-confidence students are most likely to participate and desire to attempt, even when reading and interpreting texts (Schunk, 2003). Low-self-confidence students, however, doubt themselves and will avoid activities requiring good reading abilities. It is for this reason that it is important to examine

the relationship between self-confidence and the capacity of students to read. Research by Pajares (2006) indicates that there is a positive relationship between self-efficacy and academic achievement, including reading skills. Students who believe in their ability to understand texts tend to perform better in reading.

At SMAN 11 Jambi City, this phenomenon is a significant concern, as many students experience difficulties in reading analytical exposition texts. Therefore, this study aims to explore the relationship between self-confidence and students' reading skills. By understanding this relationship, it is hoped that effective strategies can be found to enhance students' reading skills and build their self-confidence in facing academic texts. In SMA 11 Jambi, initial observations showed that the majority of the students still lack confidence in reading analytical texts.

The lack of experience or practice in dealing with analytical texts may contribute to students' low self-confidence. Previous research has shown that self-confidence affects students' attitudes toward learning materials (Bandura, 1997). Therefore, understanding the relationship between self-confidence and reading ability can help us find better ways to support students' progress.

This study aims to determine whether there is a relationship between students' reading ability of analytical texts and self-confidence among eleventh-grade students at SMAN 11 Jambi. By using a quantitative approach, this research will provide a clear and measurable description of the impact of self-confidence on students' reading ability. The results are expected to enhance the curriculum and instructional methods. Based on this issue, the researcher will investigate the

relationship between self-confidence and students' skills in reading analytical exposition texts at the eleventh grade of SMAN 11 Jambi.

### **1.2 Identification of the Problem**

Based on the background above the researcher identifies

- 1) Student's have Low Self-Confidence in Reading
- 2) Student's have Poor Reading Comprehension in Analytical Exposition Texts
- 3) Student's have low impact of self esteem on reading
- 4) Lack of Motivation and Interest in Reading Analytical Exposition Texts

### **1.3 Limitation of The Problem**

Based on the identification of the problem above the researcher limits of the problem about the relationship between self confidence and student's skill

### **1.4 Formulation of The problem**

Based on the problem This study explores the relationship between self-confidence and, students' reading skills in analytical exposition texts among eleventh-grade students in SMAN 11 Jambi City. The study will provide answers to the questions: is there any relationship between self confidence and reading skill in analytical exposition text at the eleventh grade of sman 11 jambi city?

### **1.5 Purpose of The Research**

The purpose of this research is to investigate whether there is a relationship between student's self-confidence and their ability to read analytical exposition texts among eleventh-grade students at SMAN 11 Jambi City.

## 1.6 Significant of The Research

By conducting this research, the researcher hope that the result of this research will be benefited to :

### 1) Theoretically

The results of this research aim to determine the correlation between self-confidence and student's skills in reading analytical exposition texts. The findings are expected to show how self-confidence influences students' reading comprehension and ability to analyze texts critically, contributing to a better understanding of the impact of self-confidence on academic performance in language learning.

### 2) Practically

This research provides valuable insights for English teachers on how to support students in developing their self-confidence, which can, in turn, improve their reading and analytical skills. For students, the study's findings directly affect their ability to engage with analytical exposition texts, improving their reading performance and overall academic achievement in English.

### 3) For Teachers

The findings of this research help teachers understand the connection between self-confidence and student's reading abilities. By recognizing this relationship, teachers can implement strategies to boost students' self-confidence, thereby enhancing their skills in reading and analyzing analytical exposition texts

#### 4) For Future Researchers

The writer hopes this research will serve as a reference for future studies exploring the relationship between self-confidence and reading skills. Future researchers can expand on this study by including larger sample sizes and broader scopes, contributing to a deeper understanding of how self-confidence influences students' academic performance in language learning.

### 1.7 Definition of Key Terms

To clarify the using of terminology in this research, research expose the definition of following:

#### 1. Self-Confidence

Self-confidence is a person's belief in their ability to perform a certain task or challenge. In this context, it refers to students' belief in their ability to understand, analyze, and cope with analytical exposition texts in the English language. According to Bandura (1997), self-efficacy, or the belief in one's capabilities, significantly influences academic performance, including reading comprehension. Higher self-confidence is often associated with better academic outcomes, as students who believe in their abilities are more likely to engage actively in learning tasks.

#### 2. Reading Skill

Reading skill, as understood in this research, is the proficiency to decode, comprehend, and analyze written texts effectively. Grabe and Stoller (2011) emphasize that reading skills encompass the ability to reveal the meaning of texts,

identify arguments, and critically evaluate the information conveyed. This proficiency is essential for students, particularly when dealing with complex texts such as analytical exposition texts.

### 3. Analytical Exposition Text

An analytical exposition text is a type of text that argues and provides reasons to persuade the reader. Hyland (2004) notes that such texts require students to analyze and critically judge the arguments presented. In the context of this study, analytical exposition texts are those typically used in English for academic purposes instruction, necessitating a high level of critical thinking and comprehension skills. By understanding the interplay between self-confidence, reading skills, and analytical exposition texts, this research aims to shed light on how these factors contribute to students' academic success

