

CHAPTER II

REVIEW OF RELATED LITERATUR

A. General Concept of Self-Esteem

1. Definition of Self-Esteem

Self-esteem comes from personals' belief in finished the action with perfect ways they do no doubt their process. Self-esteem has been conceptualized as an outcome and self- verification process that occurs within group. Self-esteem built up by self – verification buffers the negative emotions that occur when self – verification is problematic. It means the self – esteem becomes inner feel change to positive mind without any shyness and worries.

Self-esteem is a central construct in developmental, personality, and social psychology. Self-esteem also refers to individuals 'perception or subjective appraisal of one own self-worth, one's feeling of respect, ones' feeling of shyness and worries and self-confidence and the extent to which the individual hold positive or negative views about self.⁶ Self-esteem related which the personal beliefs about skill, abilities, and social relationships. It is also defined as a tool to measure of self-evaluation involving cognitive appraisals about general self-worth and affective experiences of the self that are linked to this appraisement.

Brown, Dutton, and Cook distinguished three ways in which the term "self-esteem" is used: a) trait self-esteem to refer to the way people characteristically feel about themselves, feelings of affection for oneself, b) self-evaluation to refer to the way people evaluate their various abilities and attributes, and c) feelings of self-

⁶Ahmed M Abdel, *Introduction To The Psychology Of Self-Esteem* (Alexandria University, October, 2016)

esteem refer to show emotional states, person might say her self-esteem was sky high after getting a lot of prosperity, or a person might say his self - esteem dropped after a divorce. Self-esteem mostly uses in emotion, it becomes as positive and negative consistency. It shows when the people state if their experience can build and low the self-esteem.⁷

From the statement above, the writer comes to a conclusion that self-esteem is an essential factor that influences many aspects of human life. In other words, it is a basis that gives a significant contribution to the life process and has a survival value. Besides, our capacity in facing life's difficulties is decreased when self-esteem is low. In this condition, negative things have more powers to haunt us. It is common to think that students with low self-esteem have difficulties in learning including learning reading in English because when they are asked to understand the texts, they lack of positive powers that could motivate them to struggle for the texts they should deal with.

2. Aspect of Self-Esteem

In the part of self-esteem while there are aspects that build also there are the pillars of the self-concept that build self-esteem and self-efficacy. The writer has shared the perception of the point of view of people's sense. Whether that sense of self is positive or negative is based upon our experiences in life and our perceptions and assessment of our self. The previous study stated a person growing up in perfectionist family may view herself as always try to be perfect in everything and not tolerance of mistake. As a result, no matter how successful she might be, she

⁷Jonathon D Brown, *From The Top Down: Self-Esteem And Self-Evaluation* (USA: University Of Washington, 2001)

thinks of herself as a failure. This happens because the self-concept does not controls and manage well. The self-concept is a factual description of how you perceive yourself.

The self-concept is derived from self-esteem and self-efficacy. If a person has low self-esteem, the self-concept maybe not in the direction of a negative description. Some aspects of self-concept may be purely a statement of fact. In fact, people with good self-esteem are often to recognize their limitation without a judgment attached. Self-esteem is the regard or aspect that person has for oneself. A person with a positive feeling regarding the self is said to have high self-esteem. However, self-esteem can refer to very specific areas as well as general feeling about the self. For instance, a person may have low self-esteem regarding physical attractiveness and high self-esteem about ability to do a job well.

Rosenberg explains that self-esteem is devided into two dimensions, namely low self-esteem and high self-esteem⁸ with characteristics, low self-esteem. In the first characteristic are: feeling of unhappiness. The people with low self-esteem are typically unhappy. The sense of scarification and contentment with life is usually derived from how people feel about their self. For some people, low self-esteem may contribute to depression and even an inability to function in life. However, some individuals who derive their happiness from some other source such as spiritual beliefs may not find their degree of happiness impacted by the low self-esteem.

The second characteristic is feeling of anxiety, many people with low self-esteem experience anxiety, especially social anxiety. Frequently, this is a consequence of the social evaluative aspect of self-esteem. In other words, people

⁸M. Rosenberg, *Society and The Adolescent Self-Image* (Princeton, NJ: Princeton University Press, 1965)

tend to evaluate their self-based upon comparison to other people. In addition, many people are concerned about others evaluating them and assume that others see the same flaws and in competencies that they see within themselves. Such a concern leads to feeling of anxiety.

The third characteristic is feelings of inferiority or superiority. Mostly people who have low self-esteem feel inferior to others. They believe that they don't measure up to some standard that others meeting. Frequently, they feel that some flaw within them means that they are not worthwhile or deserving. For example, a person who believes she is selfish because that is what she was told as a child although her behaviour as viewed by others may be melancholy and compassionate. Some people with low self-esteem may present of superiority. However, this may be a way of covering how they truly feel about themselves. Or, individuals who have low self-esteem but are perfectionist due their concern about what others may think of them may appear to others as thinking themselves superior.

The fourth characteristic is impatience or irritation with self or others. Another characteristic of low self-esteem is a tendency to be impatient or easily irritated by mistake, flaws, or inadequacies. Most frequently this is directed at the self but it can also direct at other people.

The fifth characteristic is externally oriented goals. Individuals with low self-esteem often determine goals and direction in life based upon what others might want or need. They often feel that their needs or desire are unimportant. Such an attitude can lead to resentment due to always taking care of others while their needs are not addressed.

The last characteristic is negativity. Low self-esteem tends to lead negativity. This negativity may not always be externally observed but internal self-talk is usually negative. Also, external manifestations such as criticizing oneself to others or excessively apologizing or commenting about negative observations may be noticed by others. Unfortunately, people tend to avoid excessively negative individuals which can reinforce the low self-esteem.

Besides the characteristic of low self-esteem there are the other characteristic which show the high of self-esteem. The high characteristic of self-esteem is: responsibility, since individuals with high self-esteem can accept themselves completely they can take responsibility for themselves and the consequences of their action without being excessively critical of themselves. Therefore, they are readily able to acknowledge mistakes and accept limitations.

Goal commitment, those with high self-esteem tend to have a strong sense of purpose and are committed to goals in life. In addition, they tend to be persistent in achieving these goals as their commitment does not fluctuate based on success or failure. As active participants in life they tend to strive for excellence not for perfection. Genuineness, people with high self-esteem can be honest with themselves and others both emotionally and intellectually. As they aren't fearful of others truly knowing them, they tend to be genuine in their interaction with others.

The other characteristic is forgiving, high self-esteem tends to correspond with tolerance and acceptance of limitation. As a result, people who have high self-esteem are forgiving of themselves and others. Internal value, individuals with high self-esteem tend to have internally based values rather than externally based values. In other words, they have strong identity based on chosen values rather than values

they believe due to the demands or expectations of others. This type of identity is usually considered an “achieved identity” in which a person has analyzed their beliefs and value to decide the set of internal principles or values that they adhere to.

Positivity, people with high self-esteem are positive with an appreciative and grateful attitude towards life. They can freely praise themselves and others and tend to look for the positive aspect of life and not dwell on the negative. Self-improvement, generally there is a strong tendency to strive towards self-improvement among those with high self-esteem. As they don't view the need for self-improvement as a negative quality they are able to examine themselves uncritically. In addition, they can ask for help as needed because they don't view the need for help as shameful or negative.

Coopersmith in Nur Aziz explains that there is four aspects self-esteem, that is:⁹

a) Meaning (significance)

The existence of care, judgment and affection received by individuals from others which shows acceptance and popularity of the individual from the social environment. Acceptance from the environment is indicated by the warmth, good response from the environment and existence environmental attraction to the individual and environment accepting the individual as is.

b) Power

Ability to regulate and control behavior and get recognition of this behavior from others. Ability it is characterized by recognition and respect received from other people.

⁹Coopersmith, S. *The Antecedents of Self-Esteem* (San Francisco: W. H. Freeman and Company, 1981)

c) Ability (Competence)

Ability is success in meeting demands achievement characterized by individual success in doing task well.

The use of the word ability or the term "achievement" is also preferable accurate in describing this particular source because it just isn't whatever success matters. We all know, for example, people people who are successful in this or that field live, but who also have obvious problems with self-esteem. In addition, achievements are accompanied by personal connotation is much stronger than mere success. Indeed, starting with William James, the whole string of self-esteem theory and Research shows that success must be in the domain or areas that are important to individuals in terms of their identity before having any value for self-esteem.

d) Virtue

to use the Coopersmith term which is "benevolence" because implies that there are higher values or standards behavior that has to be followed to be a worthy person, isn't it rather than just measuring up to some relativistic culture code ethics.

Virtue is the individual's obedience to standards morals, ethics, and religion where individuals will stay away from behavior is not allowed both morally, ethically and religion. Someone those who obey moral, ethical and religious regulations are considered to have a positive attitude towards self which means that someone has develop self-esteem positive self .

3. The Importance of Self-Esteem

Self-esteem is one of our most basic psychological needs. It effects on our thinking processes, emotions, feelings, desire, choices, and values. Self – esteem should be positive of our self-such as learning in school or helping others, they can feel good about themselves based on their effort and hard work in their process in and out of school.

Self-esteem has big effects of our self-development such as our achievement in the school or success in the learning process also guides to be good personal trait in the interaction with the other. People who have high self – esteem confront in any problems composedly, because they know how to manage and control their self. They establish certain bonds easily, they not feel alone, and it is why so important to manage their lives with ease and is relaxed towards their own destiny, towards their own happiness interpersonal.

4. Self-Esteem in Teaching Learning Process

Self-esteem is self-receive that belief our self is able, be worth, useful and appropriate get achieve. The feeling that becomes form our deep heart that stated our self is valuable is the point of self-esteem. Self-esteem is the perception from our self to our identity if we able do something, we master in the thing that we like. Based on the thesis by Aturdian Pramesti¹⁰ stated if become self-esteem the achievement it become. If the student or people have low self-esteem they can not success to control

¹⁰Aturdian, Pramesti, *Hubungan Antara Self-Esteem Terhadap Prestasi Belajar Mata Pelajaran Makanan Kontinental pada Siswa Jurusan Tata Boga Kosentrasi Jasa Boga SMK Negeri 1 Sewon*. Published Thesis, Universitas Negeri Yogyakarta 2016 (<http://eprints.uny.ac.id/eprint/34651>) Accessed on 15 june 2020.

or build their skill. The student who has high level of self-esteem has the self-confidence to finish the all of the assignment.

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 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 confidently¹¹. Other studies, Richardson 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 It can be assumed that self-esteem may effect the students' reading comprehension achievement.

B. General Concept of Reading

1. Definition of Reading

Reading means a complex process of thinking in assigning meaning from printed materials.¹² Which involve most of reader's intellectual act such as pronouncition in order to receive ideas or information extended by the text. It can be seen that reading is not only looking at words in the form of graphic symbols but also

¹¹ Timothy J. O., Sheldon, S., & Norman, G, *Extending self-esteem theory and research (2nd ed.)*. (Cambridge: Cambridge University Press, 2001)

¹²Douglas Brow, *Teaching by Principles an Interactive an Approach to Language Pedagogy* (New Jersey : Prentice Hall,2010)

getting meaning from the word or word or line to understand what we read. It means that reading process to understand the text content and to get information.

Reading is the practice of using text to create meaning. The two key words here are creating and meaning. If there is no meaning being created, there is no reading taking place.¹³ Reading is a concently developing skill. Like any skill, we get better at reading by practicing. And conversely, if we do not practice, we will not get better and our skills may deteriorate.¹⁴ It means that a skills students in reading texts, the students found a variety of information that there are on the text.

In teaching learning process, reading is one basic skill that students must be mastered in the classroom, reading subject is used as soon language learners have good ability of listening and speaking, reading can be introduced. Reading lesson may be given in a single class or it may be added as supplementary work. Reading is one of language skill that should be learned and mastered in any level of education from elementary up to senior high school.

It means that reading is one of skills that should be learned by the students. Through reading, the students will get many advantages, such as information which they never know before. Another definition stated that reading would best be developed in association with, speaking, listening, and writing activity.¹⁵

¹³Andrew P. Jhonson, *Teaching Reading and Writing A guidebook for tutoring and Remediating Students* (Lanham New York: Rowman and Littlefield Education,2008)

¹⁴Andrew P. Jhonson, *Teaching Reading and Writing a guidebook for tutoring and Remediating Students*,

¹⁵H. Douglas Brown, *Teaching by Principle an interactive approach to language pedagogy* (New Jersey: Prentice Hall, 2008)

2. Purposes of Reading

A person may read for many purposes helps to understand more what is read by people, if he is reading for pleasure or reading for pure recreation and enjoyment, he may read either quickly or slowly based on the way he likes of feels. I reads for studying or setting information such news, science or same line, which are part of his study or assignment he does it they a slowly and carefully.

Targian mentions seven purposes of reading, they are:

- a. Getting pleasure
- b. Linking information
- c. Obtain information for written or oral reports
- d. Learn about it
- e. Answering questions
- f. Perfect reading aloud, and
- g. Confirming or rejecting predictions.¹⁶

Dallman further mentions several important reading purposes. He classifies three purposes of reading as follows:

- a. Reading purposes on the factual level this reading purpose enable reader to understand the information directly stated in the passage. There are many skills that the reader should have to achieve factual level. First, the readers are required to know the meaning of words, second, this reading purpose needs the ability to find main idea in the written information. Third, the ability to note important point supports the students in gaining their purpose on reading.

¹⁶Tarigan, H. G. *Membaca Sebagai Suatu Keterampilan Berbahasa* (Bandung: Angkasa Bandung, 2008)

Fourth, the ability to follow directions demands students to organize, to note the information is essential to this level.

- b. Reading purpose on the interpretative level reading inferential level often called as reading between lines. In the same way it also means that the readers need the ability to recognize unstated information in the passage. To achieve this goal the readers to summarize and to organize the information and feel the relationship between key points and details.

Skills in making generalization is also needed: the readers should present conclusion on what they read:

Reading purpose on the evaluative level the ability to make evaluative judgments is the most important step in reading purpose. Before setting up the purposes the reader should create critical feedback the readers should be able to detect relevant information and to give suggestion to the author for better writing.¹⁷

3. Strategies of Reading

There are so many strategies in reading techniques. Defines the strategies of reading into several points, and they are skimming, scanning, intensive and extensive:

- a. Skimming

According to Brown stated that “skimming consist of quickly running one’s eyes a cross a whole text (such as an easy, article, or chapter) for it’s gist”.

¹⁷Dallman M, *The Teaching of Reading Sixth Edition* (New York: Holth Rinebart and Winstom, 2007)

Skimming give readers the advantages of being able to know main point of view, they do not need to read everything but only reads a few important words.¹⁸

b. Scanning

Brown stated defined that: scanning is quickly searching for some particular piece of information in a text¹⁹. Scanning exercise may ask students to look for names or data, to find definition og a key concept, or to list a certain number of support details. The purpose of scanning is to extract specific information without reading through the whole text. Many students try to read every word when they read, so they read very slowly. So the students do not need every word.

c. Intensive

Intensive seems to be stigmatized by some researcher as a boring style of reading, because the readers need to find the details of the information required. Intensive reading usually the reader reads at the slower speed: the aim of scanning is to read shorter texts and extract specific information.²⁰

d. Extensive

Extensive reading is to read a longer passage, the aim of extensive reading usually for one's enjoyment. Extensive reading is this a powerful tool for teachers concerned building and maintaining positive attitudes toward second language read among their students. Extensive reading means to read abundantly and

¹⁸Brown D H, *Teaching by Principles an Interactive Approach to Language Pedadody Second Edition* (Longman: White Plain Publisher, 2001)

¹⁹Brown D H, *Teaching by Principles an Interactive Approach to Language Pedadody Second Edition*. p. 56.

²⁰Jack C Richard, *Extensive Reading in the Second Language Classroom* (Jakarta: Cambridge Language Edition, 2003)

fluently. The purpose of this strategy is for pleasure, and the primary goal in extensive reading is reading books after books e.g. reading novel, short stories, and articles.

Based on the explanation can be concluded that in the reading a lot of strategies in read the scanning, skimming, intensive and extensive but from the explanation all the technique aims to improve the understanding read.

C. The Concept of Reading Comprehension

1. Definition Reading Comprehension

Brown states that reading comprehension primary a matter of developing appropriate, efficient comprehension strategies.²¹ It means comprehension is ability to understand about the something, in order that, the students are able to answer and understand a descriptive question forms. Reading comprehension called as a reading comprehension only if the readers are able to comprehend the meaning of the text. If the readers can read but do not comprehend the meaning of the text, it means they do not do reading comprehension. There are some experts have been developed process on how reading comprehension occurs.²²

The thinking process means the core of comprehension skill, those four operations are: identifying, analyzing, evaluating, and applying.²³ First, identification means the readers are required to locate message proposed by the author. Second, analysis means that the readers should identify the part according to its structure or

²¹H Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedadody* (San Francisco: State University, 2006), p. 199.

²²Dannielle S Mc Namara, *Reading Comprehension Strategies Theories, Interventions, and Technologies* (New York London: Lawrence Erlbaum Associates,2007)

²³ Harris, L. A. and Smith, C. B.*Reading Instruction Diagnostic Teaching in the Class Room* (New York: Richard C. Owen Publisher, Inc, 2000)

scheme. Third, the evaluation process requires the readers to evaluate information do something with the information. The last is applying means that the readers used the information to fix their problem.

Comprehension as “Understanding a written text means extracting the required information from it as efficiently as possible” For example; if there is an advertisement and an article in a scientific journal. In the former case, the reader ignores the unimportant information and seeks what he is looking for. In the last case, more detailed information is essential to be taken for the reader.²⁴ Therefore comprehension above means the reader need ability to locate the relevant information carefully based on their particular purposes.

From the explanation above, it can be concluded that reading comprehension is an interactive process between readers, text and strategies. This interactive process includes understanding, utilizing, and evaluating the important message that author trying to convey. Continuously readers link all those information with their background knowledge in order to extract meaning from the written material.

Comprehension can be viewed differently by different people. More ever, comprehension is not a unitary phenomenon but rather a family of skills and activities.²⁵ There is a common set processes in the different types of comprehension including the interpretation of the information in the text, the use of prior knowledge to interpret this information, and, consequently, the construction of a coherent representation.

²⁴Martin Montgomery, Alan Durant, *Ways of Reading Advanced Reading Skills for Students of English Literature* (London New York: Routledge Tayfor and Francis Group,2013)

²⁵Kintsch W and Kintsch E, *Comprehension in Current Issues in Reading Comprehension and Assesment* (Paris and S. A Stah: Mahwah, NJ. Lawrence Erlbaum Eds, 2005)

According to Harris, the thinking process means the core of comprehension skill, those four operations are: identifying, analyzing, evaluating, and applying.

1. Identification means the readers are required to locate message proposed by the author.
2. Analysis means that the readers should identify the part according to its structure or scheme.
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2. Aspect of Reading Comprehension

Suparman states in order to know the important of reading in teaching process, reading is contraction of involves the reader connecting information from the written message.²⁷ That are several aspect of reading comprehension skills that should be mastered by reader to comprehend the text: main idea, finding topic, detail information in the text, identify reference, draw inferences, guess word meaning based on context. These aspect are explained below:

a. Main Idea

Main idea is very difficult to teach for four reasons. First, while the main idea is sometimes contained in a topic a sentence of paragraph, most expository text

²⁶Harris, L. A and Smith, C . B, *Reading Instuction Diagnostic Teaching in the Class Room* (New York: Richard C. Owen Publisher, 2002)

²⁷Suparman, *Developing Reading Comprehension Skills and Strategy*, 2006

main ideas, as well as most themes in stories, are implied by the author rather than stated explicitly.²⁸

b. Finding Topic

The gist, or the larger conceptual framework of a textbook chapter, article, a paragraph, a sentence or passage is a sophisticated reading task. The topic is board, general theme or message.

c. Finding Reference

Reference is the intentional use of one thing to indicate something else in which one provides the information necessary to interpret the other. Finding reference means interpreting and determining one linguistic expression to other.²⁹

d. Finding inference

Inference is a good guess or conclusion drawn based on logic of passage. Finding inference means the reader imply the sentence passage understanding and conclude it logically.³⁰

e. Finding detailed information in the text

It is only scanning or looking for the relevant part(s) and ignore the irrelevant. It is very useful when you know exactly what you are looking for in a text since you have a very specific goal in mind.³¹

²⁸Gerald G. D, *Explaining Reading a Resource for Teaching Concepts, Skills, and Strategies* (New York London: The Guildford Press)

²⁹Otong Setiawan, *Intensive Reading Bottom Up Reading* (Bandung : Yrama Widya, 2008), p. 35.

³⁰Nuttal, C. *Teaching Reading Skills in Foreign Language* (London: Heinemann Education Books), p. 82.

³¹Nuttal C. *Teaching Reading Skills in Foreign Language*.

f. Understanding Vocabulary

Understanding vocabulary means comprehend what the words mean. When vocabulary mastery improves, comprehension would be deeper. Since comprehension is the ultimate goal of reading, the reader cannot over estimate the importance of vocabulary development. It can be concluded that there are five types of reading, determining main idea, finding inference, finding reference, finding the detailed information or part of text, and understanding vocabulary.

3. Levels of Reading Comprehension

There levels of reading comprehension are mentioned by heilmen, they are literal comprehension and critical comprehension:

a. Literal Comprehension

Literal comprehension refers to information explicitly stated in the written text. As a basic level, the readers are needed the abilities to understand meaning of words before recognizing of detail message, then the readers are required to link the grammar theories with the main idea presented in the passage. In the last step in literal comprehension the readers are needed to sequence all the information stated in the passage.

b. Inferential Comprehension

The inferential comprehension is the process how a reader derives an implicitide in the passage. The reader needs the abilities to detect mood of the material such as the authors' tone, purpose and attitude to make generalization, to see the relationship, and to draw conclusion in the end of a story. A reader is quired to think harder when applying this comprehension level.

c. Critical Comprehension

Critical comprehension is a higher thinking level of reading. The reader should be actively reacting to the information presented by the authors. The readers are needed the ability to analyze the information and link those information to their background knowledge. Further, the readers evaluate the value of it's information and give personal judgements as a feedback to the author.³²

From the definition above, it can be assumed that reading is not only spelling text activity orally, but also process of constructing meaning from written texts in order to get information and knowledge from the text, so that the readers can interpret and give their opinion from their views after they read a text.

4. Factors Affecting Reading Comprehension

The low reading comprehension skills are caused by a variety of factors. Dallman says the factors which are responsible to the depth of readers' comprehension as follows: difficulty of material, intelligence, environment, emphasis on word recognition, emphasis on oral reading, background of reading selection, adjustment of reading techniques, and rate of reading.

a. Difficulty of Material

The difficulty of the material is proposed as one of the major causes of lack comprehension. Especially multiple concepts in reading material, it contributes to the difficulty absorbing material. Teachers sometimes supply the students with advance materials beyond their capabilities. In the same manner, unsuitable methods that the teachers used may caused frustration to the students.

³²Heilmen, A. W, *Principle and Practices of Teaching Reading Fifth Edition* (Ohio: Charles E. Merril Publishing Company,2002)

b. Reader's Personality

The reader's personality type is the approach used by readers which includes; motivation, background knowledge, gender, and self-esteem. this impacts students' understanding and proficiency.

c. Environment

The unpleasant environments such as noisy surrounding, inadequate lighting, high or low temperatures, and distracting surroundings may interference the students' comprehension.

d. Emphasis on Word Recognition

All assignment would be wasted only if the students know how to make word meaning properly. The deficiencies in comprehension are sometimes cause by the lack power of concentration on the recognition of individual words. Emphasizing on word recognition is enormously important in reading comprehension. Teachers should teach the students how to use dictionary and how to build word meaning.

e. Emphasis on Oral Reading

When students do oral reading, automatically they interpret the meaning of the text passage through their mouth. The more practice students on oral reading the more accurate they on comprehending the text.

f. Background for a Reading Selection

Teacher should be careful in selecting type of reading passage. Disorganized text materials such as used advance textbook to younger learner, give them irrelevance contents, and supply them with unfamiliar glossaries should be

ignored by the teachers. Therefore, teachers should aware to select textbook, and distribute it efficiently to the students.

g. Adjustment of Reading Techniques to purpose

The importance of adjusting reading techniques and choosing the right type of material are crucial factors in determining success comprehension.

h. Rate of Reading

The wrong selection in adjusting the reading rate to the type of material, such as newspaper, text book, novel or magazine might cause failure in comprehending text material.³³ In addition, Harris and Smith identify five major determinant factors of reading comprehension as follow: Background experience, language abilities, and thinking abilities, affection (interest, motivation, attitudes, beliefs, and feelings), and reading purposes.³⁴

D. Previous Research Findings

In this part the researcher presents some research had conclude to this study in the following :

Desmita sari stated in her research about The Correlation between Students' Self Esteem and Their Reading Ability at The Eighth Grade of State Islamic Junior High School Andalan Pekanbaru. It can seen of the result was found that the students' self-esteem was 81.29% while their reading ability in understanding recount text was 78.2. In terms of the correlation between self-esteem and reading ability in understanding recount text, the writer found that the sig.=0.000<a(0.05) and R Square

³³Dallman, M, *The Teaching of Reading, Sixth Edition* (New York: Holt Rinebart and Winstom, 2003)

³⁴Harris, L. A, and Smith, C. B, *Reading Instruction Diagnostic Teaching in The Class Room* (New York: Richard C. Owen Publisher,2002)

value was 0.193. Based on the research findings, it could be concluded that there was a significant correlation between students' self-esteem and their reading ability in understanding recount text and the contribution size of self esteem was 19.3%.³⁵

Putri Rahmi Hayati stated in her research about The effect of student' self-esteem on their reading comprehension achievement. It can seen of the result 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. The writer used the the ex post facto as the research design and one-way anova to indicate the effect of students' self-esteem on their reading comprehension achivement. In this research, the witer foun that there is significant effect of students' self-esteem on their reading comprehension achievement.³⁶

Rani Wahyuni stated in her research about The Correlation between Students Self Esteem and Listening Comprehension at State Islamic Senior High School 1 Pekanbaru. Her research was a correlational research in which she used questionnaire and test to collect the data. From this study she got information that there is a significant correlation between students' self-esteem and listening comprehension of the eleventh grade students at state Islamic senior high school 1 Pekanbaru. She concluded that the higher students' self-esteem the better listening comprehension the

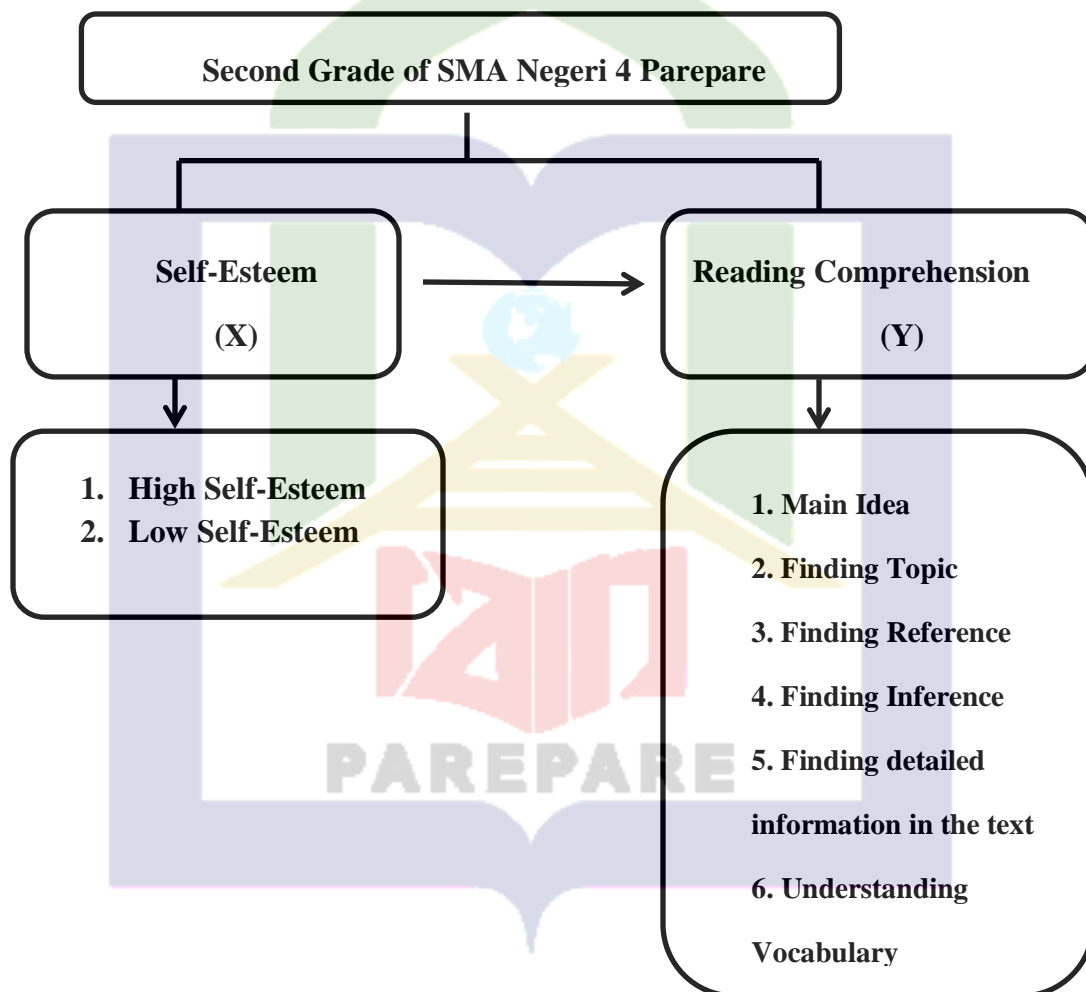
³⁵ Desmita sari, "The Correlation between Students' Self Esteem and Their Reading Ability at The Eighth Grade of State Islamic Junior High School Andalan Pekanbaru (Published Skripsi, UIN Suska Riau, 2017),

³⁶Putri Rahmi Hayati, *The effect of student' self-esteem on their reading comprehension achievement* (Bandar, Lampung: Harcourt brage collage publishers, 2012)

students can get. Besides, she also suggested English teachers to develop alternative strategies and techniques that encouraged healthy or positive self-esteem.³⁷

E. Conceptual Framework

Conceptual Framework is overview of the pattern of relationship between variable in a coherent whole which is a description of the focus of research.³⁸



³⁷Rani Wahyuni, "The Correlation between Students Self Esteem and Listening Comprehension at State Islamic Senior High School 1 Pekanbaru (Skripsi, UIN Sultan syarif kasim, 2015)

³⁸Tim Penyusun, *Pedoman Penulisan Karya Tulis Ilmiah* (Makalah dan Skripsi, Parepare: STAIN, 2013),

F. Hypothesis

The researcher formulate the hypothesis as follow:

Ho (Null hypothesis) : There is no significant positive correlation between Students' Self-Esteem and Students' Reading Comprehension At the second grade of SMAN 4 Parepare

H1 (Alternative hypothesis: There is significant positive correlation between Students' Self-Esteem and Students' Reading comprehension the second grade of SMAN 4 Parepare

G. Operational Definition of Variable

a. Reading comprehension

Reading comprehension is the ability of the students to interpret and understand the facts and information expressed in the reading.

b. Self-Esteem

Self-esteem also refers to individuals 'perception or subjective appraisal of one own self-worth, one's feeling of respect, ones' feeling of shyness and worries and self-confidence and the extent to which the individual hold positive or negative views about self.