

**THE CORRELATION BETWEEN SELF-AWARENESS AND
READING COMPREHENSION ACHIEVEMENT OF THE
ELEVENTH GRADE STUDENTS OF SMA N 1 SANGA DESA**



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by

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Demikianlah terima kasih.

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**THE CORRELATION BETWEEN SELF-AWARENESS AND READING
COMPREHENSION ACHIEVEMENT OF ELEVENTH GRADE
STUDENTS OF SMA N 1 SANGA DESA**

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SURAT PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi yang berjudul **“THE CORRELATION BETWEEN SELF-AWARENESS AND READING COMPREHENSION ACHIEVEMENT OF ELEVENTH GRADE STUDENTS OF SMA N 1 SANGA DESA”** adalah karya saya sendiri. Apabila ternyata bukan hasil kerja saya, saya bersedia di beri sanksi sesuai dengan pasal 70, Undang – Undang No. 20 tahun 2003 tentang “Sistem Pendidikan Nasional” yang berbunyi “Lulusan karya ilmiah yang digunakan untuk mendapatkan gelar aademik, profesi ataupun vokasi sebagaimana yang disebut dalam ayat 25 (2) terbukti merupakan jiblanan di pidanakan dengan pidana penjara paling lama dua tahun atau/ pidana denda paling banyak Rp. 200.000.000 (Dua ratus juta rupiah)”.

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Yang menyatakan



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MOTTO

*"DO YOUR BEST, SO YOU CAN'T BLAME YOURSELF
FOR ANYTHING"*

Dedication :

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ABSTRACT

The aim of the present study was to investigate the correlation and the influence between self-awareness and reading comprehension. The population of this study was all the students of the eleventh grade students of SMA N 1 Sanga Desa in the academic year 2016-2017 and the sample of this study was taken by convenience sampling method especially, IPA 1, IPA 2 and IPS 1, IPS 2, were selected as participants of this study. The instruments used in this study were self-awareness questionnaire from Arabsarhangi and Naroozi (2014), and reading comprehension test from TOEFL section. *Pearson product moment, regression analysis, R-square* were used to find out the correlation and the influence between variables. The result revealed that there was a significant correlation between self-awareness and reading comprehension with $r = .255$. Besides, there was also a significant influence of self-awareness on reading comprehension with 6.5% contribution. This study could have implications for English language teachers, course designers, learners, and text book writers.

Key words – emotional intelligence, writing achievement.

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LIST OF DOCUMENTATION

1. Copy of Students Card
2. Copy of Diploma
3. The TOEFL Certificate
4. The Advisor Approval
5. Copy of Transcript
6. Proposal Consultation Card
7. Copy of Computer, KKN, BTA, INTENSIVE, and OSPEK certificate
8. Result of Comprehensive Exam
9. Thesis Consultation Card
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CHAPTER I

INTRODUCTION

This chapter presents (1) background, (2) research problems, (3) research objectives, and (4) the significance of the study.

1.1. Background

In understanding information, people use language as a tool, and the most frequent language spoken in the world is English. UNESCO (2013) reported that 28% books are published by using English. Besides that, English is also language of the Internet, Hammond (2013) detected that there are 27.3% language in the internet appear as English. It can be concluded that English has been used in many areas of this life contributing to every humans' aspect of life.

Basically, English consists of four skills. Moreover, there are receptive and productive skills in English (Harmer, 2007, p.265). Receptive skills are the ways how people acquire the meaning from the discourse that they see or hear, and this kind of processing is applied in reading and listening (Harmer, 2002, p. 199). Zhang (2013, p.834) states that four skills (reading, listening, writing, and speaking) naturally appear together in every English class, even in EFL context. In exploring knowledge and science, reading is the most essential skill to achieve.

There are a lot of experts defining reading. Juyandegan (2016, p. 304) defines reading as a cognitive process which includes transferring the written symbols by the reader through the eyes, so these symbols need understanding meaning and then integrating this meaning into personal experiences. In addition Celce-Murcia (2001, p.

154) explain that reading is an interactive, socio-cognitive process involving a *text*, a *reader*, and a *social context* within which the activity of reading takes place. Also, Brown (2004, p. 185) indicates that reading is likewise skill that educators simple expect students to acquire. Besides, Acheaw (2014, p. 2) argues that reading makes way for a better understanding of one's own experiences and it can be an exciting voyage to self-discovery. All in all, reading is understanding process and transferring knowledge between writers to reader.

In globalization era, reading is the most important academic skill (Bagheri & Sadeghi (2013, p. 1641). Meanwhile, reading comprehension skill stands out in every field unexpected in a successful academic life (Memis, 2013, p. 1242). By reading, people can convey information, know world development, and gain new knowledge that will guide deep thinking. Ahmadi (2014, p. 75) explains why reading is very important. Firstly, learners continuously come across it in their daily life. Secondly, students need to study longer texts and articles and they have to read a lot of kinds of reading texts in their academic endeavor. Therefore, without understanding the texts and improving their reading skill, they cannot learn much. In line with the above idea, Indonesian Constitution number 20 year 2003 about National Education System, chapter III has stated that one of the ways to accomplish education goal for all Indonesians by developing their reading habit and literacy.

Bagheri and Sadeghi (2013, p. 1641) argue in spite of this crucial role of reading, some people still have problems concerning reading. Moreover Andres (2002, p. 2) argues that language learning is affected by both domains which are the mental and

emotional sides of human behavior. According Attraphacul (2013, p. 82) explains that in reading factors contributing to text difficulty may arise from some elements within the text, the knowledge base of the individual reader, or the context of interaction between the writer and the reader. Besides, within the text lie the unknown vocabulary, the complicated sentence structure as well as the organizational pattern. The individual reader approaches the same piece of text with different background knowledge, reading proficiency, and purpose. Those are potential problems which can avoid students to read. Lacking in reading skills, or even having lower ability than normal reading abilities can guide in truancy, underpaid jobs, and falling prey to the cycle of illiteracy in the next generations (Alharby, 2015, p. 1257).

In relation to reading skill, UNESCO (2012) reported that Indonesians' reading habit was lower than other countries in Asian, only 1 from 1000 Indonesia people who had serious reading habit. Furthermore, Indonesian people just read one book in a year compared to Japanese people who can read 10-15 books, and American people who can read 20-30 books in a year. Also, PISA (2015) reported that reading habit in Indonesia stayed in the 7th position from the lowest. Whereas the average scores was 397 in 2015. It is lower than previous year 437 in 2009. Indonesia is far below the average. Besides, Central Connected University (2016) informed in the category of "most literate nations in the world", and Indonesia stayed in the 60th rank from 61 countries. Based on the facts, Indonesian reading has stayed in red line, and what factors which exist in reading need to be investigated.

There are two factors in reading, linguistic and non-linguistic factors. Linguistic is a factor that comes from the language such as vocabulary, pronunciation, grammar, etc.

meanwhile, non-linguistic factor comes from the students' personality or students' psychology such as motivation, attitude, anxiety and awareness. As brown (2001) mentions that to encourage students' self-awareness in classroom is assigning occasional readings, or giving mini lecturers or presentation followed by discussion about successful learning style. It can be concluded that reading give essential role in enhancing students' awareness. Moreover, Logson (2013, p. 1) argues that some disabilities in reading comprehension success are the written material beyond their current independent reading skill level, having limited prior knowledge about the content or having limited vocabulary knowledge, and the lack of awareness of how the reading material is structured.

The theory of self-awareness comes from the subcategory of emotional intelligence in competency model where self-awareness is separated in three clusters: emotional awareness, self-assessment, and self-confidence (Goleman, 1998, p. 30). Kalayarasan and Solomon (2016, p. 20) states that self-awareness is being aware of his/her ones' own authentic '*self*'. It is the capacity for self-examination, ability to recognize oneself as an individual separate from the environment and other individual. Kiani, Iftikar, Ahmed, (2016, p. 96) argue self-awareness includes recognition of our personality, our strengths and weaknesses and our likes and dislikes. Furthermore, Rahim, Shalaby and Hasan, (2014, p. 706) explain that self-awareness is having a clear perception of personality, including strengths, weaknesses, thoughts, beliefs, motivation, and emotions.

Kalayarasan and Solomon (2016, p. 20) indicate if people want to live a healthy and peaceful life, they must need to realize and observe their awareness level on own

self in terms of their strength, weakness, feeling, perceptions, thoughts, behavior, initiation, motivations and actions at each and every minute of their life. Rinkeviciene and Zdanyte (2002, p. 96) explain that self-awareness is important for teachers to make learners aware of the processes involved in language learning and to help them find environments that suit their needs best. They believe that raising the learners' awareness through the processes of learning is a crucial key for the development of autonomous learning. Lawson (2013, p. 8) believe that our thoughts and emotions can strongly affect motivation. Positive self-awareness enables individuals to handle their stress, control impulses and motivate to persevere in overcoming obstacles to goal comprehension (Illinois State Board of Education [ISBE] 2013). All in all, self-awareness means the ability to be aware about ones' self.

Furthermore, self-awareness is the ability to concern on individual in evaluating every part in his/her life to create positive and negative perception (Silvia & O'Brien, 2004, p. 475). When students have negative or low self-awareness, they can not perform any work in effective manner even though there daily activities such as house work, educational activities especially in learning language in reading activity, sports, and so on (Kalayarasan & Solomon 2016, p. 20). He adds that students with low self-awareness can develop their interpersonal skills, involve language skill in reading, without realization and notice his /she on own self they cannot do any work successfully (2016, 21). Gouken, Dewite, and Warlop (2010) argue that low self-awareness can make people lack of curiosity and disable to use their personal characteristics as guides for their behavior.

Based on informal interview with the English teacher and ten students of the school, it was found that the teacher was not really aware about students' self-awareness because every student had different awareness and they did not have idea about how to measure their self-awareness. Students were not conscious with their strengths, weaknesses, and curiosity in reading. If they made mistake in reading, they did not evaluate the mistake and they did not have curiosity in reading, by the reason they did not realize the importance of reading. Besides that, there was no treatment for students about self-competency, especially self-awareness. Other ways, students argued that the laziest activity in learning English is reading, because they were not aware with the importance of reading. And also, other factors affect them. They did not have big motivation and lack of confidence in reading English text and they could not control themselves in learning English especially reading because reading text contained long text and they could not understand the context easily. Those problems appeared as effects of self-awareness made students lack of evaluation, lack of consciousness, lack of curiosity, low self-confidence and lazy to do the activities in learning especially reading. It is supported by Morin (2011, p. 814), if one does not need to be aware of their awareness, one's own low mental states in order to conceive that other persons may be experiencing comparable processes and may lead to poor sophisticated abilities.

Some studies have previously explored self-awareness and reading comprehension. Meanwhile, the results were still inconsistent. Arabsarhangi and Noroozi (2014) found that the correlation between self-awareness and reading has proved. On the contrary, Herawati (2014) found no correlation between self-awareness and reading comprehension.

Based on the explanation above, it is assumed that self-awareness is one of affective factors for student to achieve successfully in reading subject. Besides, there is no research that has been conducted at the SMA N 1 Sanga Desa before related to self-awareness and reading comprehension. Therefore, it is still important to investigate between the relationship self-awareness and reading comprehension.

1.2. Research Problems

Based on the background, the research problems are formulated in the following questions:

1. Is there any significant correlation between self-awareness and reading comprehension of the eleventh grade students of SMA N 1 Sanga desa?
2. Does students' self-awareness significantly influence reading comprehension of the eleventh grade students of SMA N 1 Sanga desa?

1.3. Research Objectives

In accordance with the problems above, the objectives of this study are:

1. To find out whether or not there is significant correlation between self-awareness and reading comprehension of the eleventh grade students of SMA N 1 Sanga desa?
2. To know if self-awareness significantly influences reading comprehension of the eleventh grade students of SMA N 1 Sanga desa.

1.4. The significance of the study

It is hoped that this study will give some variable contribution in development for language teaching and learning process, especially understanding the students' self-awareness related to the students' reading comprehension. To get success in learning, learners need to be conscious about their capability as a power to reach the purpose of learning. Therefore, the study hopefully can be useful for teachers, researcher and students.

First, in teaching English especially reading subject, teachers will know the concept of self-awareness as one factor that can affect the students' success or failure in their learning especially reading. Also, teacher can handle their students and give special treatment to each student by taking consideration about students' self-awareness. Teacher can encourage students to have self-awareness concerning their study.

Second, especially for the students when they know about their self-awareness level, it will help them to realize that how to improve their ability effectively. They can figure at the solution to weaknesses in learning reading by having good self-awareness.

Third, this research will be important information for the next researchers who attempt to identity the relationship self-awareness and reading. Besides, there are many possibilities to correlate self-awareness to other language skills.

Last, as the researcher, this study will give many benefit especially to improve researchers' knowledge about self-awareness and testing reading comprehension. The knowledge about self-awareness and reading will be

applied related to researcher as the candidate of teacher whom contribute in the better education.

CHAPTER II

LITERATURE REVIEW

This chapter presents (1) correlational study, (2) the concept of self-awareness, (3) clusters of self-awareness, (4) developing students' self-awareness, (5) reading comprehension, (6) type of reading, (7) level of reading comprehension, (8) principle strategies in reading comprehension, (9) components of reading comprehension assessment, (10) previous related studies, (11) hypotheses, and (12) criteria for testing hypothesis.

2.1 Correlation study

Johnson and Christensen (2012, p. 44) state that in correlation research, the researcher studies the relationship between one or more quantitative independent variables and one or more quantitative dependent variables. There is correlation coefficient, which is a numerical index that provides information about the strength and direction of the relationship between two variables. It provides information how variables are associated. More specifically correlation coefficient is a number that can range from -1 to 1, with zero standing for no correlation at all. If the number is greater than zero, there is a positive correlation. If the number is less than zero, there is a negative correlation. If the number is equal to zero, there is no correlation between the two variables. If the number is equal to +1.00 or equal to -1.00, the correlation

is called perfect. Positive correlation is present when scores on two variables tend to move in the same direction while negative correlation is present when score on two variables tend to move in opposite direction – as one variable goes up, the other tends to go down, and vice versa.

The meaning of a given correlation coefficient can be seen below based on Johnson and Christensen (2012, p. 340).

Table 1
Coefficient Correlation

Interval Coefficient	Level of Correlation
0.00 – 0.34	Very Weak
0.34 – 0.40	Weak
0.41 – 0.64	Fair
0.65 – 0.84	Strong
0.85 – 1.00	Very Strong

(source: Johnson and Christensen (2012, p. 340).

There are two primary types of correlation research design; explanation and prediction (Creswell, 2005, p. 326). The explanatory research design is a correlation design in which the researcher is interested in the extent to which two variables (more) co-vary, that is, where changes in one variable are reflected in changes in the other. Explanatory design consists of a simple association between two variables or more than two. Creswell (2005, p. 327) shows that the characteristics of this design are that the researchers correlate two or more variables, collect data at one point in time, analyze all participants as a single group, obtain at least two scores for each individual in

the group one for each variable, report the use of the correlation statistical test (or an extension of it) in the data analysis, and make interpretations or draw conclusions from the statistical test results.

Johnson and Christensen (2012, p. 339) add that in an explanatory study, all the data on both variables will usually be collected within a fairly short time. Often, the instruments used are administered in a single session, or in two sessions one immediately after the other.

In a prediction design, researcher seeks to anticipate outcomes by using certain variables as predictors. This design is useful because it helps anticipate or forecast future behavior. The purpose of this design is to identify variables that will positively predict an outcome or criterion. In this form of research, the investigator identifies one or more predictor variables and a criterion (or outcome) variable. A predictor variable is the variable used to make a forecast about an outcome in correlation research while criterion variable is the outcome being predicted. Creswell (2005, p. 328) shows that the characteristics of this design are that the researchers typically include the word “prediction” in the title or research questions, measure the predictor variable(s) at one point in time and the criterion variable at a later point in time, and forecast future performance.

In addition, the minimum acceptable sample size for a correlation study is considered by most researchers to be no less than 30 (Fraenkel, Wallen & Hyun, 2012 p. 338; and Creswell, 2005, p. 150).

2.2 The Concept of Self-Awareness

Frisina (2014, p. 17) argues self-awareness is an honest understanding of your own values, desires, thought patterns, motivations, goals and ambitions, emotional responses, strengths and weaknesses, and effect on others. She explains that self-awareness enables you to manage your behavior, improve your interactions and relationships, and gain or increase your influence. In addition, Kiani, Iftikar, Ahmed, (2016, p. 96) argue self-awareness includes recognition of one's personality, one's strengths and weaknesses and one's likes and dislikes. Besides, Damore and Skolnick (2008, p. 1) define self-awareness is the capability of an organism to be conscious of itself and differentiate itself from other organisms. It means self-awareness is developing of the ability to be focused in here and now rather than absorbed in negative thoughts about the past or future.

Yahaya, Bachok, Boon, Yahaya, Hashim, and Lee (2012, p. 6) indicate that self-awareness is to inform themselves of interest to identify feelings and how it affects performance, also it is the key to sensitize a person of strength and weakness. Therefore, self-awareness is the capacity for introspection and the ability to recognize oneself as an individual separate from the environment and other individuals. Plummer (2006, p. 18) indicates some characteristics of students who have good level of self-awareness. Students with this competence are following:

1. The students evaluate their weaknesses in learning English.

2. The students always have choices about how they change and develop their ability.
3. The students understand that emotional, mental and physical changes are a natural part of life, and
4. They have choices about how they change and develop.

2.3 Clusters in Self-awareness

Goleman (1998, p. 30) asserts that there are three variables included in self-awareness. Those are emotional self-awareness, self-assessment, and self-confidence. The details are as follows :

2.3.1. Emotional awareness

Emotional awareness defines as recognizing one's emotions and their affects. People with this competence:

- a. Know which emotions they are feeling and why;
- b. Realize the links between their feelings and what they think, do and say;
- c. Recognize how their feelings affect their performance; and
- d. Have a guiding awareness of their values and goals

2.3.2. Self-assessment

Self-assessment means knowing one's strengths and limits. UNSW (2014) asserts that self-assessment helps students to take control of their own learning and assessment and gives them the chance to manage their own learning and development more independently. Goleman (1998) explains people with this competence are:

- a. Aware of their strengths and weaknesses,

- b. Reflective, learning from experience,
- c. Open to candid feedback, new perceptives, continuous learning and self-development, and
- d. Able to show a sense of humor and perspective about themselves.

2.3.3. Self-confidence

Self confidence is sureness about one's self-worth and capabilities. Neill (2005) asserts that self-confidence refers to belief in one's personal worth and likelihood of succeeding. Self-confidence is a combination of self-esteem and general self-efficacy. Goleman (1998) explains people with this competence:

- a. Present themselves with self assurance;
- b. Have presence;
- c. Can voice views that are unpopular and go out on a limb or what is right and are decisive, and
- d. Able to make sound decisions despite uncertainties and pressures.

According to Tuncel (2015, p. 2575) self-confidence can be considered as a cognitive human perception that plays important roles in fulfilling basic human requirements such as happiness and success. Yashima, Zenuk-Nishide, & Shimizu (2004) explain that self-confidence is the most essential factor that determines students' willingness to participate in oral activities in language classrooms. In other words self confidence is being conscious with ones' opinions, thoughts and actions that have value and students have the right way and free to express them, developing their knowledge and abilities

so that people are feeling able to experiment with different methods of problem solving and can be flexible enough to alter their strategies.

Furthermore, Bar-On (2006, p. 46) also describes that self-awareness includes four things:

- a. Self-regard which involves the understanding, acceptance and respect of the self.
- b. Self-actualization refers to the ability to strive for personal goals and actualize one's potentials,
- c. Assertiveness is the ability to effectively express and defend one's beliefs and thoughts, and
- d. Independence is the ability of being self-directed and self-control.

2.4 Developing students self-awareness

Brown (2001, p. 211) explained that there are several ways which is available for teachers to help learners in developing self-awareness. He also describes the procedure as follows:

1. Informal self-checklist

One effective way to instill students' self-awareness of successful style is conducting informal self-checklist then the students fill out and discuss. By doing this informal activity, students serve as focal points for discussion and enlightenment.

2. Formal Personality or Cognitive style

If formal personality or cognitive style are available. It might using them in a class performance. Unfortunately, these tests are culturally biased, have difficult language, and need to be interpreted with a grain of salt.

3. Readings, Culture and discussion

Another way to encourage students' self-awareness in classroom is assigning occasional readings, or given mini lecturers, or presentation followed by discussion about successful learning style.

4. Encourage good language learner behavior

Another form of upgrading students' self-awareness through frequent improve reminders of rules for good language learning and encouragement of discussion or clarification.

2.5 Reading Comprehension

Meniado (2016, p. 117) state reading comprehension is one of the most essential study skills in higher education. He claims academic and even technical courses demand substantial readings, so there is a need for students to be able to comprehend what they read in order to succeed in their academic life and beyond. Besides, Brown (2004, p. 185) arguably reading is the most essential skill in achieving the success in all educational contexts, remain an ability of paramount importance as create assessments of general language ability. Gurses and Bouvet (2016, p. 20) define reading process encompasses many activities that begin with the first apprehension of paper features by the reader's eye to the production of textual comprehension. Without

comprehension the readers cannot get the information. Based on Hamra and Syatriana (2010, p. 30), the goal of reading is to comprehend meaning and comprehension depends on the ability to get individual word meanings. Also, the activity of reading has been the source of information that has been both helpful and harmful, serving as a tool for both liberation and oppression (Squires, 2014, p. 1).

2.6 Types of Reading

Brown (2004, p. 189) indicates several types of reading performance which typically identified and serve as organizer in designing reading assessment tasks, thus are perceptive, selective, interactive, and extensive.

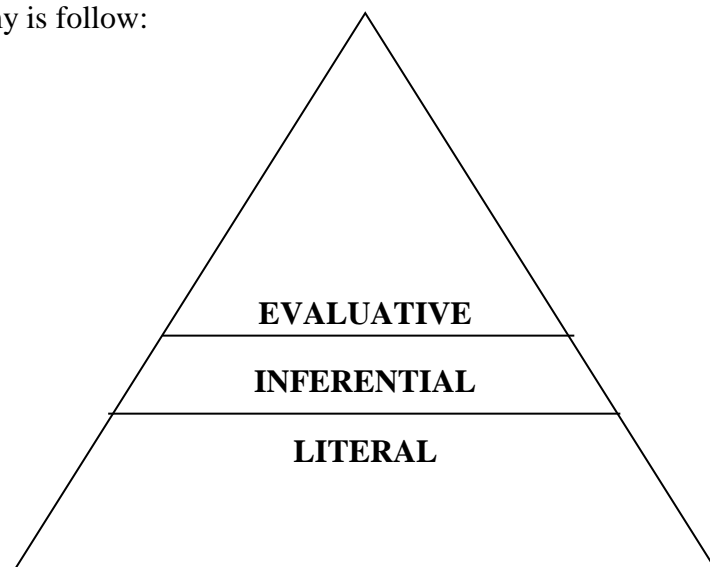
1. *Perceptive type*: this type specifications are offered with some differing terminology to capture the uniqueness of reading. Perceptive reading tasks include attending to the components of larger stretches of discourse: letters, words, punctuation, and other graphemes symbols. Bottom-up processing is implied.
2. *Selective type*: this category is largely an artifact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, certain typical tasks are used: picture-cued tasks, matching, true/false, multiple choice.
3. *Interactive type*: involve among interactive reading types are stretches of a language of several paragraphs to one page or more in which the reader must, in a psycholinguistic sense, interact with the text. Typical genres

that lend themselves to interactive reading are anecdotes, short narratives and descriptions, excerpts from longer texts, questionnaires, memos, announcements, directions, recipes, and the like. The focus of an interactive task is to identify relevant features (lexical, symbolic, grammatical, and discourse).

4. *Extensive types*: this type applies to texts of more than a page. up to and including professional articles, essays, technical reports, short stories, and books. It should be noted that reading research commonly refers to extensive reading” as longer stretches of discourse, such as long articles and books that are usually read outside a classroom hour.

2.7 Level of Reading Comprehension

In accordance with Barretts’ taxonomy, there are three level of reading comprehension. They are literal, inferential, and evaluative. The Barrett taxonomy is follow:



Source : Barret and Smith (1974 as cited in Yussof 2013)

1. Literal

In this level, the students write questions that have correct answers, which may be found in the text. Write down all the facts, characters, locations and sequential events. This can include the plot and the themes, setting, turning points, anything that can be drawn directly from the text of the story and is factual. Example: Whom did Little Red Riding Hood's mother send her to meet?

2. Inferential

In this level, the students write questions and answers, which require the reader to make an "educated guess" or prediction/s about what is going to happen in the story or why something is so. Write down all the possibilities that can be inferred (predicted or guessed) while reading the story about the plot, about the characters, about anything that you have to guess what might happen next, or in the conclusion. If one is reading a novel - (for your final project) then at the end of each chapter write on a large post-it-note all the things you can guess might happen in the story, or to the characters. Example: Do you think Little Red Riding Hood will make it to her grandmother's house safely? Why, or why not?

3. Evaluative

In this level, the students write questions and answers that require the reader to make a judgment about an aspect of the story such as a character's actions. Write all possible judgments about characters and issues within story - we judge people around us everyday. Judge the

characters as if you knew them as if they were real. Is someone cranky? or mean? justified? or self-righteous? or stuck-up? or a bully? Judge the characters. Example: Do you think it was right for little Red Riding Hood's mother to send her off into the woods alone? why or why not?

2.8 Principals' strategies in Reading Comprehension.

Brown (2004, p. 188-189) describes the principals strategies in a successful reading comprehension. Those are as follows :

- a. Identify your purpose in reading a text/discourse.
- b. Apply spelling rules and convention for bottom up decoding.
- c. Obtain lexical analysis (prefixes, root, suffixes, etc) to determine meaning.
- d. Predict meaning (of words, idiom, slang, etc) when you are not certain.
- e. Skim text for the gist and main ideas.
- f. Scan the text for the specific information (name, place, date, etc)
- g. Use silent way reading for rapid processing.
- h. Use marginal note, chart, outlines, or semantic maps for understanding and retaining information.
- i. Distinguish between literal and implied meaning.
- j. Capitalize on discourse markers to process relationship.

2.9 Components of Reading Comprehension Assessment

In accordance with Education Testing Service (2011) there are some components in assessing students' reading comprehension. Those are:

1. Comprehend the main idea of a text
2. Identify important factual information that supports the main idea
3. Make inferences based on what is not explicitly stated in a text
4. Determine the meaning of unfamiliar words or expressions from context
5. Identify the words that pronouns represent
6. Recognize an author's purpose

2.10 Related Studies

Yahaya, Ee, Bachok, Yahaya, Boon, Hashim, and Lee (2012) examined the impact of the five emotional intelligence elements identified as self-awareness, emotional management, self motivation, empathy, interpersonal skills towards secondary school students' academic achievement. This study also aimed to identify whether the five elements of emotional intelligence have been able to contribute to academic achievement. Statistical inference of the Pearson-r and multiple regression is used to analyze the data. The results showed that the significant relationship between self awareness ($r = 0.21$), emotional management ($r = 0.21$) and empathy ($r = 0.21$) at the level of $p < 0.05$ with academic achievement. Multiple regression analysis (stepwise) result showed that only three elements of emotional intelligence which is self-

awareness ($\beta = 0.261$), self motivation ($\beta = 0.182$) and empathy ($\beta = 0.167$) accounted for 8.7% of variation in criterion gave effect to academic achievement.

Ghasemi, Behjat, and Kargar (2013) found a positive relationship between writing ability and self-awareness. In this study, the body of female BA sophomores of TEFL in Urmia University, (N = 47), within the age range of 18-25. The students were first given Bar-On's Emotional Quotient Inventory (a Likert scale questionnaire) and were asked to respond to its items based on the relevance of the statements to themselves. Thereafter, the students were given a writing test and the resulting scores were correlated with their EI scores. The scoring of writing tasks was done analytically following pre-specified criteria. The writings were scored once by two raters, yielding an inter-rater reliability of 0.8. Multiple Regression was obtained in analyzing the data. While the difference is in independent variable population of this study is eleventh grade students of SMA N 1 Sanga Desa while the population of Ghasemi, Behjat, & Kargar study is writing ability.

Arabsarhangi and Noroozi (2014) argues the relationship between self-awareness as learners' performance on different reading comprehension test types including true and false, cloze test, multiple-choice, and what-question form, as another variable was investigated. According to the results of data analysis through the regression and ANOVA tests, the null hypotheses were rejected and the correlation of

the variables was proved. The similarity between their study with the writer's study is self-awareness and reading comprehension. The population of this study is eleventh grade students of SMA N 1 Sanga Desa while the population of study is Arabsarhangi and Noroozi study is English achievement.

The similarity between this current study and previous related studies are in the independent variable which is self-awareness while the differences between this current study and previous related studies are:

1. In the independent variable in which the previous related studies use academic achievement , writing and reading comprehension achievement. while this current study use independent variable reading comprehension achievement,
2. The population in the previous related studies were SMA N 1 Sanga Desa while the current study involves the eleventh grade students of SMA N 1 Sanga Desa.

2.11 Hypotheses

The hypotheses of this study are proposed in the forms of null and research hypotheses below:

1. H_0 : There is no significant correlation between self-awareness and reading comprehension achievement of the eleventh grade students of SMA N 1 Sanga Desa

- H₁: There is a significant correlation between self-awareness and reading comprehension achievement of the eleventh grade students of SMA N 1 Sanga Desa.
2. H₀: Self-awareness do not give significant influence to reading comprehension achievement of the eleventh grade students of SMA N 1 Sanga Desa.
- H₁: Self-awareness gives significant influence to reading comprehension achievement of the eleventh grade students of SMA N 1 Sanga Desa.

2.12.Criteria for Testing Hypotheses

In testing hypotheses, there are some criteria. Those are in the following (Creswell, 2012, p. 188-189; Fraenkel, Wallen & Hyun, 2012, p. 228-229; Cohen, Manion, & Marrison, 2007, p. 519-520).

1. If p -value is higher than 0,05 ($p > 0,05$), the level of significance is 5 %, H₀ is accepted and H₁ is rejected.
2. If p -value is less than 0,05 ($p < 0,05$), the level of significance is 5 %, H₀ is rejected and H₁ is accepted.

CHAPTER III

METHOD OF RESEARCH

This chapter presents (1) research design, (2) research variables, (3) operational definitions, (4) subject of the study, (5) data collection, (6) research instruments analysis, and (7) data analysis.

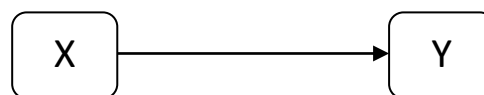
3.1. Research Design

In conducting this research, correlation research with the explanatory design was used to find out the correlation between variables and explain and interpret the appeared results. The procedure were that, first; the self-awareness was identified by using questionnaire. Second; by using reading test, the student's reading comprehension was obtained. Then the correlation and the influence between variables were analyzed through Statistical Package for Social and Science (SPSS) 21.00 based on the results of the questionnaires and reading test. Last, explanation and interpretation of the results were discussed.

The research design is as follows:

Figure 1

Research design



X =Self-awareness

Y = Reading Comprehension

3.2. Research Variables

According to (Fraenkel, Wallen& Hyun, 2012, p. 80), a common and useful way to think about variables is to classify them as *independent* or

dependent. The independent variable is a stimulus variable or input, it is that factor which is measured, manipulated, or selected by the researcher to determine its relationship to an observed phenomena. Meanwhile, the dependent variable is response variable or output, it is that factor which is observed and measured to determine the effect of the independent variables. In this research, the students' self-awareness is the independent variable and symbolized by X, and the students' reading comprehension in learning English is the dependent variable and symbolized by Y.

3.3. Operational Definitions

To avoid the possibility of misunderstanding about some terms in this research, especially those used in the title, the definitions are provided.

Correlation in the study is interrelationship between one or more independent variables with one or more dependent variables. In this research, there are two variables that will be correlated which are students' self-awareness, and reading comprehension.

Self-awareness is the competency to guide positive perception of personality, including strengths, weaknesses, thoughts, beliefs, motivation, and emotions. Self-awareness in this study will be measured by using questionnaire from Arabsarhangi and Naroozi (2014).

Reading comprehension refers to the ability of student to comprehend text. It will be obtained from the students' reading test from Toefl Junior.

3.4. Subject of the Study

3.4.1. Population

According to Creswell (2005, p. 145), population is a group of individuals who have the same characteristic. The population of this study was all the active students in eleventh grade students of SMA N 1 Sanga Desa in the academic year 2016-2017. The distribution of population of the study can be seen below.

Table 2
Distribution of Population

No	Class	Number of Students
1	XI IPA 1	33
2	XI IPA 2	34
3	XI IPA 3	35
4	XI IPS 1	35
5	XI IPS 2	34
6	XI IPS 3	34
		205

(source : SMA N 1 Sanga Desa in the academic year 2016/2017)

3.4.2. Sample of the study

The sample of this study was taken by convenience sampling method. Convenience sampling is a group of individuals who (conveniently) are available for study (Fraenkel, 2012, p. 99). Additionally, Cohen (2007, p. 113-114) argue that convenience sampling or, as it is sometimes called, accidental or opportunity sampling involves choosing the nearest individuals to serve as respondents and continuing that process until the required sample

size has been obtained or those who happen to be available and accessible at the time.

In this research, the researcher chose 2 classes from science and 2 classes from social science, totally there are 4 classes in the eleventh grade were selected as sample in this study. So that the proportion represented the population. Therefore, the participants of this study are 136 students. According to Fraenkel et al. (2012, p. 103) for correlation studies, a sample of at least 50 is deemed necessary to establish the existence of a relationship. The distribution of the sample is as follows:

Table 3
Distribution of Sample

No	Class	Number of Students
1	XI IPA 1	33
2	X1 IPA 2	34
3	XI IPS 1	35
4	XI IPS 2	34
Total		136

3.5. Data Collection

In collecting data, there were two kinds of instruments is used to collect the data. Those were self-awareness questionnaire and reading test.

3.5.1. Self-Awareness'Questionnaire

Johnson and Christensen (2012, p. 162) defines questionnaire as a report data-collection instrument that each research participant fills out as part of a research study. To obtain the information about students' self-awareness "*Self-Awareness Questionnaire*" consists of 39 questions (13 questions for each cluster) adapted from Arabsarhangi and Naroozi (2014). The classification of each clusters are emotional awareness (13 items), self-assessment (13 items), and self-confidence (13 items).The questionnaire has likert scale, (1= never, 2= rarely, 3= sometimes, 4= often, and 5= always) with the score 1 until 5. The questions was responded by students in about 30 minutes. The following is the table of self-awareness questionnaire specification.

Table 4

Self-Awareness Questionnaire Specification

No	Self Awareness	Items in the Questionnaire
1	Emotional awareness	1-13
2	Self-assessment	14-26
3	Self-confidence	27-39

(Source : Arabsarhangi and Naroozi (2014))

3.5.2. Reading Test

Based on Brown (2008, p. 384), test is a method of measuring persons' ability or knowledge in a given domain. To obtain the students' reading comprehension, reading test was taken from TOEFL Junior. Reading

comprehension test consists of 42 items in multiple choice form. The time for administration the test was 40 minutes. TOEFL Junior test in reading section scores are determined by the number of questions a students' has answered correctly. There is no penalty for wrong answers. The number of correct responses on reading section is scored by using schools' scoring system.

TOEFL Junior Handbook provides the specification of reading comprehension achievement test:

Table 5
The Specification of Reading

No.	Objectives	Subskill	Question's Number
1.	The students are able to hear and comprehend a short talk in classroom instructon mode. After each talk the students will answer one question. Each talk lasts 20 to 45 seconds.	– Identifying the main idea.	1, 4 and 7
		– Identifying the purpose of the talk.	3 and 9
		– Making an inference.	6 and 10
		– Making a prediction.	2, 5 and 8
2.	The students are able to hear and comprehend short conversations between two people. After the conversation the students will	– Identifying the main idea.	13, 18 and 26
		– Identifying one or more of the important details of the conversation.	12, 19, 20, 21, 22, 23 and 27

	answer three or four questions. Each conversation lasts 60 to 90 seconds.	– Making an inference.	11, 16 and 25
		– Making a prediction.	17 and 24
		– Identifying <i>why</i> a speakers talks about certain information, or the speaker’s purpose.	14 and 29
		– Recognizing how a speaker feels or what a speaker means when using certain intonation or stressing certain words.	15 and 28
3.	The students are able to hear and comprehend long talks in lecture or discussion mode. The students will answer four or five questions. Each lecture or dicussion lasts 90 – 120 seconds.	– Identifying the main idea.	34, 39
		– Identify one or more important details of the conversation	37, 40 and 42
		– Make an inference.	35 and 41
		– Make a prediction	36
		– Recognizing how a speaker feels or what a	38

		<p>speaker means when using certain intonation or stressing certain words.</p>	
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Source: TOEFL Junior Reading Comprehension Handbook, 2015

3.6. Validity and Reliability

Before the questionnaire and real test were administered, the researcher was firstly consider their validity and reliability. Johnson and Christensen (2012, p. 137) explain that validity and reliability are the two most essential psychometric properties to consider in using a test or assessment procedure. Validity refers to the accuracy of the inferences or interpretations make from the test scores, while reliability refers to the consistency or stability of the test scores.

3.6.1. Validity Test

1. The Questionnaire of Self-Awareness

In this research, the questionnaire was ready made questionnaire from Arabsarhangi and Naroozi (2014). They were applied this questionnaire to measure self-awareness of 50 adult Elementary Iranian EFL learners at the age of 15 to 30 selected from English language learners of Iran Mehr institute, Garmsar, Iran. Meanwhile, Mathers, Hunn, and Fox (2007, p. 9) indicate that questionnaire can be designed by the researcher or they can be taken based on some ready made index including the fact of these have been validated and tested for reliability, also can be normative data available as a

baseline to compare the results. The validity of questionnaire was not checked, because it was valid.

2. Reading Test

Educational Testing Service (2011) developed the *TOEFL Junior* as the standard test for the English language learning needs of students in middle-school grades, usually ages 11–15. It was used for most countries in Europe. Besides, all questions in this TOEFL Junior test are placed in the context of school environment.

In addition, TOEFL Junior in the reading section was administered in this study. The validity of the reading test was not checked because it was valid as participants in this study have suitable requirement with a standard test of TOEFL Junior in measuring reading proficiency.

3.6.2. Reliability Test

1. The Reliability of Questionnaire

To know the questionnaire is reliable or not, Cronbach Alpha technique was obtained. It was ready made questionnaire, and the Cronbach alpha score has been obtained by Silver, Claret, Davies, Downing, and Ziv (2010). The Cronbach alpha score is 0.86. it means that the questionnaire has high reliability.

2. Reading Test

The reliability coefficient is an estimate of the correlation between scores on different forms of the test. It can vary from .00 (indicating no agreement at all) to 1.00 (indicating perfect agreement). The reliability

coefficients of the *r* *TOEFL Junior* Standard scores, especially for reading section is 0.89, and 0.95 for all of the section in *TOEFL Junior* (Educational Testing Service, p. 29).

3.7. Data Analysis

In analyzing the data in this research, there were some analyses related to research problems in this research. The data analysis in this research were questionnaires' analysis, reading tests' analysis, correlation's analysis by using Pearson Product Moment which were applied to answer the first research problem to find the correlation between variables and the last is regression analysis was used to achieve the influence related to the second research problem.

3.7.1. Questionnaire Analysis

The data from questionnaire will be analyzed to determine the self-awareness by observing the mostly checked item in the column. The scoring system used likert scale (1= never, 2 = rarely, 3 = sometime, 4 = often and 5 = always). The score is from 1 to 5.

To know the students' self-awareness level, the score from each items was calculated. The highest score was 195 and the lowest score was 39. According to Arabsarhangi and Naroozi (2014) there are three levels of students' self-awareness; those are high, medium, and low. They added that in categorizing self-awareness level, it can be obtained by calculating the total score divided with the total items.

It can be seen in the follows formula:

$$\text{Self-awareness level} = \frac{\text{TotalScore}}{\text{TotalItems}}$$

From the formula it can be obtained the highest range is 5, and the lowest is 0. If the score is under (>3.00), the level is low. If the score is from 3.00-4.00 the level is medium, and if the score is greater than >4.00 the level is high. The categories can be seen in the table 6 below:

Table 6
Self-Awareness Level

No	Range	Categorize	Spesifications
1	<3.00	Low	- unaware of their strengths and weaknesses
2	3.00 – 4.00	Medium	- sometime make sound decisions despite uncertainties and pressures with long considered.
3	>4.00	High	- Recognize how their feelings affect their performance

(Source : Arabsarhangi and Naroozi, 2014)

3.7.2. Reading Test Analysis

Reading comprehension was analyzed by using TOEFL Junior score. Of the questions that count, each correct answer counts equally toward the score for that section. The reading comprehension achievement test consisted of 42 items. The correct answers were given score 1 (one), other ways incorrect is 0 (zero). The total number of correct answers were calculated by using formula below:

$$\text{Reading comprehension} = \frac{\text{The Number of Correct Answer}}{\text{The Total of Questions}} \times 100$$

After getting students' reading score. It was categorized based on the category below:

Table 7

Reading Comprehension Level

No	Score	Category
1	81-100	Very good
2	71-80	Good
3	61-70	Moderate
4	51-60	Poor
5	<50	Very Poor

(Source: SMA N 1 Sanga Desa 2016/2017)

3.7.3. Pre-requisite Analysis

As the matter of fact, it will be essential to do pre-requisite test since the study was in the notion of parametric statistics, correlation and regression. Thus, before analyzing the data, whether the data distribution from each variable was normal and linear or not between two variables were found out.

1. Normality Test

Normality test was used to determine whether sample data draw from a normally distributed population or not. The purpose of normality test to know the date each variable (self-awareness and reading comprehension) normal or not. Therefore, the researcher was applied Kolmogorov-Smirnov test by using SPSS 21. The data were normally if the p-value is higher than 0.05 ($p > 0.05$).

2. Linearity Test

The linearity test was conducted in order to recognize whether the data between the variables are linear or not. Test for linearity by using SPSS 21 was conducted in order to recognize whether the data of the variables are linear or not. If the p -value (linearity) is higher than 0.05 (p -value $<$ 0.05), the data are linear. If the data are normal and linear, the further analysis was able to be administered.

3.7.4. Correlation Analysis

Correlation analysis was applied after analyzing the data from questionnaire and student's reading test. In order to find out the correlation between self-awareness as a whole and their reading comprehension, Pearson – Product Moment Correlation was used. The criteria were If p -value is higher than 0.05 ($p > 0.05$) there is no significant correlation. Meanwhile, if p -value is lower than 0.05 ($p < 0.05$) there is significant correlation.

3.7.5. Regression Analysis

Regressions analysis was applied after analyzing the data from self-awareness questionnaire, and reading comprehension. If there is a correlation between self-awareness and reading comprehension, it will be continued to find out the influence between two variables. To know the influence and percentage between variables. To know the percentage, R-Square² was obtained. Regression analysis was applied by using the Statistical Package for Social and Science (SPSS) 21 version computer program.

CHAPTER IV

FINDINGS AND INTERPRETATIONS

This chapter presents (1) research findings, (2) statistical analysis, and (3) interpretations.

4.1. Research Findings

There were two kinds of research findings in this study: (1) the result of students' self-awareness and (2) the result of students' reading comprehension.

4.1.1 Results of Students' Self-Awareness

The total active samples in the eleventh grade students' of SMA N 1 Sanga desa were 136 students. 135 students participated in this study, and one students did not attend when conducting this study. The 39 items of self-awareness questionnaires were used to investigate the participants' self-awareness. The descriptive statistical analysis of self-awareness questionnaires for the participants is shown in Table 9. The maximum score is 190, and the lowest score is 106. The mean of the self awareness is 156. and the standard deviation is 1.83. The range is 84. This mean score indicates with conversed score 4.00 that the level of self awareness of participants is high.

Table 9

Descriptive statistic of Self-Awareness

N	Valid	135
	Missing	6
Mean		1.5603E2
Std. Error of Mean		1.57748
Median		1.5500E2
Mode		158.00
Std. Deviation		1.83287E1
Variance		335.939
Range		84.00
Minimum		106.00
Maximum		190.00
Sum		2.11E4

It was revealed that from the questionnaire, the three levels of self-awareness were all perceived by the students with different numbers; “low” as the least perceived level and “moderate” as the most perceived one (See Appendix). There were 4 students who have low self-awareness, 80 students have medium level, and 51 students have high level of self awareness. The details are as follow:

Table 10

Distribution of Students’ Self Awareness

No	Range	Categorize	Frequency	Percentage
1	<3.00	Low	4	5.90%
2	3.00- 4.00	Medium	80	59.25%
3	> 4.10	High	51	37.77%

Total	135	100%
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4.1.2 Result of Students' Reading Comprehension

The descriptive statistical analysis of reading for the participants is shown in Table 11. The maximum score is 90, and the lowest score is 30. The mean of the reading scores for the participants is 63.95, and the standard deviation is 1.48. The range is 60. This mean score indicates that the level of reading comprehension of participants is moderate.

Table 11
Descriptive Statistic of Reading

N	Valid	135
	Missing	6
Mean		63.9556
Std. Error of Mean		1.27583
Median		64.0000
Mode		60.00
Std. Deviation		1.48238E1
Variance		219.744
Range		60.00
Minimum		30.00
Maximum		90.00
Sum		8634.00

For each category, 19 students had excellent reading comprehension. 25 students had good reading comprehension. 26 students had moderate reading comprehension. 34 students had poor level and 31 students had very poor reading comprehension (See Appendix J). The distribution is presented in the following table:

Table 12

Distribution of Students' Reading Comprehension

No	Score	Category	Number of students	Percentage
1	81-100	Excellent	19	14.07%
2	71-80	Good	25	18.51%
3	61-70	Moderate	26	19.25%
4	51-60	Poor	34	25.18%
5	50-0	Very Poor	31	22.96%
Total			135	100%

4.2 Statistical Analyses

There were three statistical analyses that the researcher applied in this study:

1. The statistical analysis of normality and linearity

2. The statistical analysis of correlation analysis between students' self-awareness and their reading comprehension in all participants.
3. The statistical analysis of regression analysis between students' self-awareness and their reading comprehension in all participants.

4.2.1. Normality test and Linearity test

Normality test and linearity test were conducted prior to data analysis through SPSS 21st version for windows. As parametric statistics, in term of correlation and regression, and purposive sampling technique were used in this research, it was fundamental to see if the distribution of data were normal for each variable and linear between variables.

4.2.1.1 The Result of Normality Test

The data are interpreted normal if $p > 0,05$. If $p < 0,05$, it means the data are not normal. Kolmogorov-smirnov was used to see the normality. The results of normality test is shown in table 11 indicated that the data from each variable were all normal and appropriate for data analysis with coefficients .223 for self awareness and .261 for reading comprehension (See the test of normality on appendix).

Table 13
Normality Test

One-Sample Kolmogorov-Smirnov Test		
	Reading Comprehension	Self-awareness

N		135	135
Normal Parameters ^a	Mean	63.9556	1.5603E2
	Std. Deviation	1.48238E1	1.83287E1
Most Extreme Differences	Absolute	.090	.087
	Positive	.087	.087
	Negative	-.090	-.073
Kolmogorov-Smirnov Z		1.047	1.009
Asymp. Sig. (2-tailed)		.223	.261

The normal Q-Q plot is illustrated in the following figures:

Figure 2.

Normal Q-Q Plot of Self Awareness

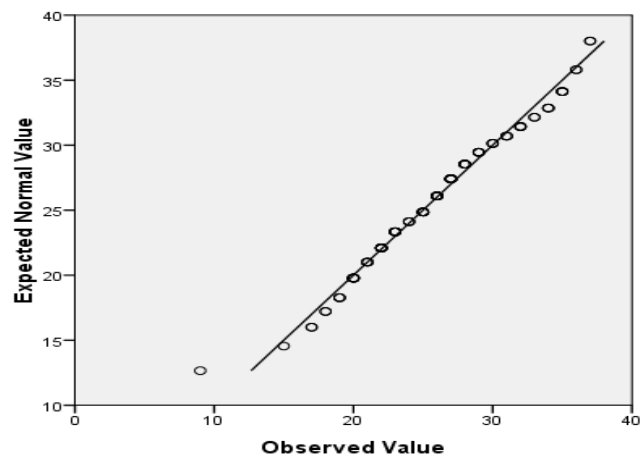
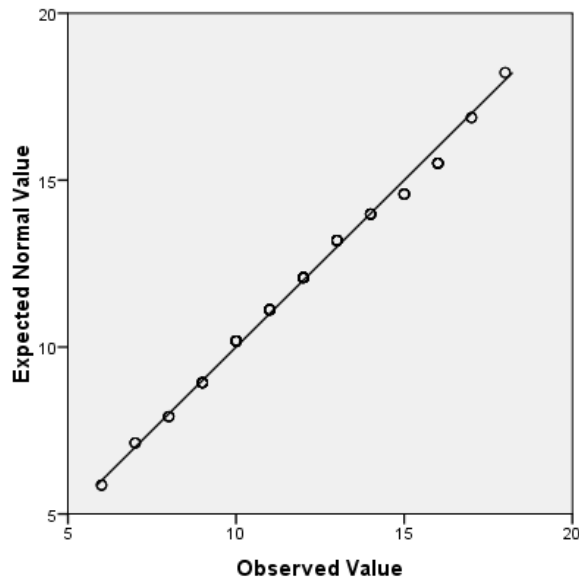


Figure 3. Normal Q-Q Plot of Reading Comprehension



4.2.1.2 The Result of Linearity Test

For linearity test, deviation of linearity was obtained. If probability is more than .05, the two variables are linear. The results showed that, the deviation from linearity between self awareness and reading comprehension was .318. To sum up all the data were linear for each correlation and regression (see test of linearity on appendix).

Tabel 14
Linearity Test

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Self-awareness*reading comprehension	Between Groups	(Combined)	13438.011	53	253.547	1.283	.154
		Linearity	1914.790	1	1914.790	9.689	.003
		Deviation from Linearity	11523.221	52	221.600	1.121	.318
	Within Groups		16007.723	81	197.626		
	Total		29445.733	134			

4.2.2 Correlation between Self Awareness and Reading Comprehension

This section answered the first research problem. By analyzing the result of descriptive statistics for the self awareness and reading comprehension.

Based on Pearson Product Moment Correlation Coefficient, the result indicated that the pattern of correlation between self and reading comprehension was positive. The correlation coefficient or the r -obtained (.255) was higher than r -table (.167). Then the level of probability (p) significance (sig.2-tailed) was .003. It means that p (.003) was lower than .05. Thus, there was a significant correlation between the students' self awareness and reading comprehension. The details are following :

Table 15

Correlation between Self Awareness and Reading Comprehension

	Self-awareness	Reading
--	----------------	---------

Self-awareness	Pearson Correlation	1	.255**
	Sig. (2-tailed)		.003
	N	135	135
Reading	Pearson Correlation	.255**	1
	Sig. (2-tailed)	.003	
	N	135	135

4.2.3 Influence of Students' Self Awareness on Reading Comprehension

This section answered the first research problem. By analyzing the result of descriptive statistics for the self-awareness and reading comprehension. In addition, since there was a significant correlation between the self-awareness and reading comprehension, it can be inferred that students' self-awareness has significant influence on their reading comprehension. However, regression analysis was still used to find out if students' self-awareness influenced their reading comprehension.

The results indicated that the students' self-awareness influenced reading comprehension significantly with sig. value (.003) was lower than probability (.05). Therefore, there was a significant influence between students' self-awareness toward their reading comprehension of eleventh grade students of SMA N 1 Sanga Desa. It means that there was a significant influence of self-awareness on reading comprehension.

Table 16

The Regression Analysis of Students' Self Awareness and Reading Comprehension

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	31.776	10.653		2.983	.003
	Self-awareness	.206	.068	.255	3.041	.003

a. Dependent Variable: Reading Comprehension

In addition, to know the percentage of self-awareness influenced on reading comprehension, R-Square was obtained. The result of the analysis revealed that the R Square (R^2) was .065 It means that students' self-awareness gave significant effect in the level of 6.5 % toward reading comprehension, and 94.5% was unexplained factors value. Table 15 is shown as the result of Model Summary follow.

Table 17
Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.255 ^a	.065	.058	14.38748

a. Predictors: (Constant), Self-awareness

4.3. Interpretation

In order to strengthen the value of this study the interpretations are made based on the result of data analyses. According to the findings, there was a significant correlation between self-awareness and reading comprehension. Also, there was a significant influence of self-awareness on reading comprehension.

Based on the result of pearson product moment correlations, it was found that there was a positive and a significant correlation between self awareness and reading comprehension with ($r= .255$). also, there was significant influence of self-awareness on reading comprehension with 6.5%. The explanation to support this finding is that from the beginning of the first class the participants had been involved in English reading practices and assignments or explores to English reading materials and interactions from printed textbooks, online media, and social networks. In addition, some students has been joining English training course. Also, they had a lot of prior knowledge or experience about reading.

Furthermore, it might be because eleventh grade students are aware of their self-awareness performance. They tried to push themselves to be social person, good management, believe on their capability, and control their awareness. They were brave to comprehend text without being afraid mistakes by taking consideration to their awareness. It means that, students realized the importance of self-awareness which affected their performance in learning english, especially reading.

The findings of this study are consistent with Arabsarhangi and Naroozi (2014) found positive relationship between self awareness and reading

performance because of focusing on self-awareness as one of the important component of Goleman's theory and its association with reading skill, the present study might help to extend the previous studies in this domain. In present study, self-awareness as a personal and emotional competence was described in terms of affective domain of learning rather than cognitive domain. The results might lead to an appropriate example of association between learners' competence (self-awareness) and their performance through learning English language. Since this study focused on self-awareness which is according to Goleman (1998) a key to becoming aware of one's own strength and weakness, another benefit of this study might be for learners to accurately assess their own performance and recognize their abilities and disabilities through learning process.

Yahaya, Ee, Bachok, Yahaya, Boon, Hashim, and Lee (2012) examined the impact of the five emotional intelligence elements identified as self-awareness, emotional management, self motivation, empathy, interpersonal skills towards secondary school students' academic achievement. This study also aimed to identify whether the five elements of emotional intelligence have been able to contribute to academic achievement. Statistical inference of the Pearson-r and multiple regression is used to analyze the data. The results showed that the significant relationship between self awareness ($r = 0.21$), emotional management ($r = 0.21$) and empathy ($r = 0.21$) at the level of $p < 0.05$ with academic achievement. Multiple regression analysis (stepwise) result showed that only three elements of emotional intelligence which is self-awareness ($\beta = 0.261$), self

motivation ($\beta = 0.182$) and empathy ($\beta = 0.167$) accounted for 8.7% of variation in criterion gave effect to academic achievement.

The results of the present study is in line with Sadeghi and Farzizadeh (2013, p. 26). The results indicated positive relationship between reading ability and self-awareness, a subcategory of EI. It was cause that each types of EI affect language skill. This is in conformity with the claim that EI plays a greater role than IQ in determining one's life outcomes, be it educational or any other momentous phases of life (Lynn, 2005, p. 105; Mokhtar, Majid, & Foo, 2008, p. 54). The similiarities of the present study have same dependent variable. And the dependent variable as one of self awareness cateory in the present study. In addition, every scales in self awareness gave contibution to reading performance, unexcept self-awareness.

On the contrary, Bagheri and Ghasemi (2013, p. 34) revealed that there was no relationship between self awareness and reading comprehension. Also, self awareness components and reading were no correlation. 30 advanced IELTS students from two English language teaching institutes in Boushehr were selected to participate in this current study. IELTS's reading test (argumentative essay) and self-report self awareness (SSREI) were used. The data was applied on pearson coefficient correlation, regression and ANOVA to find the correlation and prediction among variables. The result above was cause the generalization of self awareness did not match with the social context of participants while their reading performance on IELTS run very well. Thos study in part with the present study that has same independent and dependent variable. The differences in the present

study self awareness match and straight with reading comprehension. In addition, both of instruments that used in this study were different.

Moreover, Pishghadam (2009, p. 36) found that self awareness had no correlation between academic performance. The domain of self-awareness, they are the *Others' Emotion Appraisal* ($r = -0.029$, $p = 0.326$) and *Regulation of Emotion* ($r = -0.006$, $p = 0.462$). These negative relationships suggest that the higher the respondents' ability to recognize other people's emotion and to regulate their emotions, the lower their academic comprehension. This finding dispute the other research findings that have established a positive relationship between self awareness skills and academic comprehension. According to Parker (2007, p. 518), inconsistent findings among studies investigating the relationship between self awareness and academic comprehension "may be the result of methodological problems of narrowly defining self capabilities and/or assessing academic success over very short time periods". Jaeger and Eagan (2007, p. 519) further illustrated that the uncertain relationship between the two might depend on "the operational of the academic performance variable". In part with the present study, both of studies had same independent variable. This study investigated as whole and subscales of self awareness. Each subscales of self awareness affected academic comprehension, especially reading ability. Other ways, both of studies different dependent variables.

In short, the total contribution of students' self awareness and their reading comprehension showed significant correlated and influenced. However the unexplained factors also had contribution on students' reading comprehension.

The findings of the study may have some pedagogical implications for foreign language teachers, course designers, parents, next researchers, and students.

Finally, this study was success in investigating the correlation and the influence between students' self-awareness and their reading comprehension of eleventh grade students of SMA N 1 Sanga Desa.

CHAPTER V

CONCLUSIONS AND SUGGESTION

This chapter presents (1) conclusions, and (2) suggestion.

5.1. Conclusions

From the findings and interpretations in the previous chapter, some conclusions could be presented related to two variables that conducted in this study self-awareness and reading comprehension based on research problems.

First, students' self-awareness had significant correlation to their reading comprehension with $r = .255$ was higher than $r\text{-table} = .167$. and the probability was showed $.0003$ was lower than $.05$. It showed in the level of weak correlation. It meant that the hypothesis H_1 was accepted, while H_0 was rejected. It could be proved that different level of self-awareness gave significant correlation to the students' reading comprehension.

Second, it can be concluded that students' self-awareness gave significant influence on students performance in reading. it was shown that the probability

score was lower than .05. Besides student's self-awareness gave 6.50% contribution to their reading performance. It can be seen from R-Square with the score .065. It indicated that one of non-linguistic factor had essential contribution in succeeding students' reading comprehension. The rest was unexplained factors in reading. This study may have some pedagogical implications for foreign language teachers, students and future researcher.

5.2. Suggestion

Based upon the result of this research, it is recommended especially for students. Since the self-awareness is important for themselves, they have to improve their self-awareness and be aware and explore themselves in the certain learning. Besides, students can join coaching about self-awareness and decrease their weakness effectively. So, that they can achieve more in learning not only in reading subject but all subjects.

Furthermore, these findings can imply that teachers still need to know and understand their students' self-awareness. Due to this fact, since self-awareness contributed to the eleventh grade students of SMA N 1 Sanga Desa, it is suggested that teachers should focus on the self-awareness as a non-linguistic factor or as reading psychological factor. Teacher can conduct a survey about students' self-awareness in the first academic year when teachers start a new class. The purpose to know their students' self-awareness. By knowing that teacher can chose the appropriate approach or method for their students. In addition, teacher also can

give treatment about students' self-awareness. In the end of the study, teacher can make an evaluation about the development of students awareness in learning.

Finally, for future researchers who have interest in this subject and there are possibilities to correlate them with other variables since there are still many unexplained factors that can give contribution for students' reading comprehension. Besides, future researcher can make this present study as references or relevant study that focus on self-awareness and reading. More importantly, realizing the advantages of self-awareness theory and approaches teacher should still consider their existence in improving students' reading comprehensions.

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